

# ONTARIO PUBLIC SCHOOL GRAMMAR



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HOLLAND



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# PUBLIC SCHOOL GRAMMAR

## PART I

### STRUCTURE OF THE SENTENCE

#### CHAPTER I

##### THE SENTENCE

*Examine the following groups of words :*

1. The boy hit the dog.
2. The top of the box.
3. The stone broke the window.
4. Slowly the weight heavy.

In the first group and in the third, a statement is made about some person or thing. In the second and the fourth groups no statement is made about any person or thing.

*Examine the groups of words in the following exercise, and decide in each case whether the group makes a statement about some person or thing :*

1. The lion saw a mouse.
2. Poor Cinderella had to stay at home.
3. Only a glass slipper.
4. Stood by the fire crying.

A group of words such as (1) or (2), which makes a statement, that is, expresses a complete thought about anything, is called a **sentence**.

#### EXERCISE I

*Which of the following groups of words are sentences ?*

1. I have finished the lesson.
2. The house at the corner.
3. Thy necessity is greater than mine.
4. Noble, nameless,

- English heart. 5. Over the waves its warning rang.  
 6. All possibility of deliverance from this condition.  
 7. Having now secured my habitation, I had a great desire to make a more perfect discovery of the island.  
 8. The rainy season of the autumnal equinox was now come. 9. On the banks of this brook.

## DEFINITION

A sentence is a group of words expressing a complete thought.

## CHAPTER II

## ASSERTIVE AND INTERROGATIVE SENTENCES

*Compare the following groups of words, noting which are sentences :*

1. The man was coming to the house.
2. The man is opening the door.
3. The man at the door.
4. Was the man coming to the house ?
5. Is the man opening the door ?

Notice that groups (1), (2), (4), and (5) are all sentences, because each expresses a complete thought about the man.

Notice also that group (3) is not a sentence, because it does not express a complete thought.

Notice further that groups (4) and (5) express thought in a different form from (1) and (2), in that they do not make statements or tell anything about the man, but ask questions about him.

*Decide which of the following sentences make statements and which ask questions :*

1. The boy has gone home.
2. Who broke the window ?
3. Is our new ball lost ?
4. This is a sweet apple.

A sentence such as (1) or (4), which makes a statement about any person or thing, is called an **assertive** or a **declarative** sentence.

A sentence such as (2) or (3), which asks a question about any person or thing, is called an **interrogative** sentence.

### EXERCISE 2

#### A

*Tell which of the following sentences are assertive and which interrogative, and why :*

1. Who stole the eggs I laid ?
2. Under the spreading chestnut tree the village smithy stands.
3. What would you have him do ?
4. Could you not give me some employment at the court ?
5. At the church door stood an old crippled soldier.
6. Under this shelter the birds build their nests.
7. Had we not better send more paper ?

Notice that an interrogative sentence begins with a capital letter and ends with a question mark.

#### B

*Change the following from assertive to interrogative sentences :*

1. The boy is at his desk.
2. The horse has run down the street.
3. Mary was reading her book.
4. John had studied his lesson.
5. The inspector was here yesterday.

### DEFINITIONS

1. An **assertive** sentence is one that is used in making a statement.

2. An **interrogative** sentence is one that is used in asking a question.

## CHAPTER III

## THE IMPERATIVE SENTENCE

*Examine carefully the following sentences :*

1. John is coming to the house.
2. Is John coming to the house ?
3. John, come to the house.

Notice that the first is an assertive sentence.

Notice further that the second is an interrogative sentence.

Notice, however, that though the third example is a sentence, since it expresses a complete thought, yet it is neither assertive nor interrogative. This sentence neither makes a statement nor asks a question about John, but commands John to do something. We have, therefore, a third kind of sentence—one used in expressing a command.

*In the following examples point out any sentences which express commands :*

1. Tom, there is the blow of a whale.
2. Turn the horses into the field, John.
3. Spring, where are you tarrying now ?
4. Give unto every man his due.
5. Come back with him in five minutes.

A sentence used like (2), (4), or (5) to express a command is called an **imperative** sentence.

## EXERCISE 3

## A

*Classify the sentences in the following exercise as assertive, interrogative, or imperative :*

1. O King, this tortoise could not keep from talking.
2. Tell us all the news.
3. Be kind and courteous to

this gentleman. 4. To-day we shall fly home to Greece. 5. Father, are those birds with great wings flying over the water? 6. Close your books, children. 7. Dear Mr. Elephant, will you do me a kindness? 8. Cross his hands on his bosom now. 9. Friend, you will never be able to guess. 10. Do not disturb their sport. 11. Lord God of Hosts, be with us yet. 12. Orpheus, sing me something. 13. Honour thy father and thy mother. 14. Accept my humble prayer.

**E**

*Write out two examples of an assertive sentence ; two of an interrogative sentence ; two of an imperative sentence.*

DEFINITION

An imperative sentence is one used to express a command or an entreaty.

CHAPTER IV

SUBJECT AND PREDICATE

*In each of the following assertive sentences, note carefully about what person or thing a statement has been made. Notice also in each sentence what statement has been made about that person or thing :*

1. Birds fly.
2. The man came quickly.
3. The little boy hit the ball.
4. The chimney on the school was blown down.

In the first sentence we have made a statement about "Birds", in the second about "The man", in the third about "The little boy", and in the fourth about "The chimney on the school".

We have stated about the birds, that they "fly" ; about the man, that he "came quickly" ; about the

little boy, that he "hit the ball"; and about the chimney on the school, that it "was blown down".

From these examples we learn that a sentence may be divided into two parts :

1. The part representing that about which a statement is made.
2. The part representing what is stated.

*In each of the following sentences point out (1) the part that names the object about which a statement is made, and (2) the part that represents what is stated :*

1. A pale young man was sitting by the window.
2. The woods of Autumn have put their glory on.
3. The rest of the task was quickly accomplished.

The part of the sentence which names the person or thing about which an assertion is made, as "A pale young man", "The woods of Autumn", or "The rest of the task", in the above examples, is called the **subject** of the sentence.

The part of the sentence which represents what is asserted about the person or thing denoted by the subject, such as "was sitting by the window", "have put their glory on", or "was quickly accomplished", in the above examples, is called the **predicate** of the sentence.

#### EXERCISE 4

##### A

*In the following sentences separate the subject from the predicate by a vertical line :*

1. The house of the wicked shall be overthrown.
2. The victorious army encamped before Quebec.
3. The revolutions around the table became more and more irregular.
4. The smoke rolling along the field shut out the view.
5. The ardour of the men burst all restraint.



6. The word of a follower of the Prophet was never broken.  
 7. Some were looking up toward the heavens. 8. The distant form separated itself from the trees. 9. This journey of hardship, privation and exposure occupied from two to three months. 10. The tall, frowning keep betokened an age of violence. 11. The furniture of a Norman keep was not unlike that of an English home. 12. Most of the animals were cropping the grass. 13. Dædalus longed for his old home.

## E

*Supply appropriate predicates for the following subjects :*

1. The glass in the door.....
2. A great many people.....
3. John Maynard.....
4. The Union Jack.....
5. The city of Toronto.....
6. My brother's bat.....
7. A bed of flowers.....

## C

*Supply appropriate subjects for the following predicates :*

1. ....are in the garden. 2. ....
- darted through the air. 3. .... set a trap for the
- mice. 4. ....was a great hero. 5. ....
- won the battle of Waterloo. 6. ....is a county
- on Lake Erie. 7. ....pleased the boys.

## DEFINITIONS

1. The subject is the part of the sentence which represents that about which an assertion is made.
2. The predicate is the part of the sentence which represents what is asserted about the person or thing denoted by the subject.

## CHAPTER V

## POSITION OF THE SUBJECT

In your previous exercises the subject always came first and the predicate last. *Note carefully the position of the subject in the following examples :*

1. Louder and louder rang *the bell*.
2. Up went *the pupils' hands*.
3. Down the street came *the boys*.

From these examples we learn that the predicate may come first in the sentence and the subject last.

Notice also that these sentences may be re-written with the subject placed before the predicate, for example :

1. The bell rang louder and louder.
2. The pupils' hands went up.
3. The boys came down the street.

Note also the position of the subject in the following sentences :

1. Slowly came *the boys* to school.
2. A pleasing sight *the children* saw.

From these examples we learn further that the subject may sometimes be placed between parts of the predicate. This is frequently the case in interrogative sentences.

Example : Have *the pupils* done their exercises ?

## EXERCISE 5

*Write out each sentence in the following exercise, placing the subject first, and separating it from the predicate by a vertical line :*

1. Then lightly rose that loyal son.
2. For this purpose a grand lacrosse match was organized at each post.

3. At every puff of the engine, a cloud is projected into the air. 4. Hast thou the flower there? 5. Through that forest I can pass. 6. Better than gold is a healthy body. 7. Already were their gleaming tomahawks brandished over their heads. 8. Have you heard the robins singing? 9. On her head was a white fringed handkerchief. 10. For four days they travelled thus. 11. With its teeth it cuts down the grass. 12. Between the skin and the flesh is a layer of fat.

## CHAPTER VI

### SUBJECT IN IMPERATIVE SENTENCES

*Examine the subjects in the following imperative sentences :*

1. Love thou thy land.
2. Stand thou at my right hand.
3. Go you in.
4. Keep you your word.
5. Enter ye in by the narrow gate.

Notice that only *thou*, *you*, or *ye* is here used as subject of the imperative sentence.

Notice also that an imperative sentence may be written with its subject omitted, for example :

1. Love thy land.
2. Stand at my right hand.
3. Go in.
4. Keep your word.
5. Enter in by the narrow gate.

### EXERCISE 6

*State whether the subject is expressed or omitted in the following imperative sentences :*

1. Answer thou me.
2. Return no more into my sight.

3. Bring him hither to me.
4. Sit thou by my bed.
5. Show me the place.
6. Hate him not for my sake.
7. Save me for thy mercies' sake.
8. Praise ye the Lord.
9. Dare to be honest.
10. Tarry ye here.
11. Break the points off those spikes.
12. Seek them out instantly.
13. You tell him at once.

NOTE:—In many sentences, in addition to the subject and predicate, we find the name of the person spoken to, or addressed.

Examples :

1. *John*, your book is on the desk.
2. Have *you* seen a whale, *Uncle George*?
3. Keep you your word, *Silvius*.

Such a word or group of words is added to the sentence to gain the attention of the person spoken to.

#### EXERCISE 7

*Point out the subjects and the predicates in the following sentences :*

1. Are snow-flakes always of the same shape, father?
2. Brother, take these dear little children.
3. Grand-mother, I am ready now.
4. Come ye in peace here, young Lord Lochinvar?
5. That, father, will I gladly do.
6. Boys, you must not be idle.
7. Father, your coat is covered with snow.
8. Will you come with us, Susan?
9. Hear, O Earth, the words of my mouth.
10. These idle words, my men, will not gain our freedom.
11. Play by me, mother and child.
12. O Lady Clare, you shame your worth.
13. What is thy name, yeoman?

# CHAPTER VII

## SUBDIVISIONS IN SUBJECTS AND PREDICATES

Thus far we have divided a sentence into only two parts. We must now consider the smaller divisions or groups into which a subject and a predicate may be divided.

Note carefully how the subject and the predicate of the following sentence are subdivided in answering the questions given below.

Two boys on the steps ran quickly into the house.

1. *How many* boys ran ?
2. *Who* ran ?
3. *What* two boys ran ?
4. What did the boys *do* ?
5. *How* did the boys run ?
6. *Where* did the boys run ?

In answering these questions we have subdivided our sentence into six parts, as follows :

1	2	3	4	5	6
(Two)	(boys)	(on the steps)	(ran)	(quickly)	(into the house).

*Subdivide the following sentence into parts according to the questions given below :*

Winds from the sea blew steadily toward the land for many days.

1. What blew ?
2. What winds blew ?
3. What did the winds do ?
4. How did the winds blow ?
5. Where did the winds blow ?
6. How long did the winds blow ?

## EXERCISE 8

## A

*Ask questions to produce the subdivisions in the following sentences :*

1. (The Saxons) (hastened) (to the window).  
(An important) (person) (advanced) (into the chamber) (with a grave pace).
3. (The body) (of a giraffe) (measures) (seven feet).
4. (They) (stood) (on the hill) (at daybreak).
5. (The otter) (resembles) (land animals) (in shape).
6. (The ancient) (Egyptians) (erected) (many obelisks) (in various parts).
7. (In the tropical forests) (the vanilla) (twines) (its tender branches) (around the neighbouring trees).

## II

*In the following sentences, divide the subject from the predicate by a vertical line, and give the subdivisions in each :*

1. Our friends have gone to the city to visit.
2. All volcanoes have craters at their summits.
3. A forest ranger was going through the woods, two days afterwards.
4. The principal conquests of the Romans were achieved under the republic.
5. The robins wholly vanished from my garden a few years ago.
6. The various waters, issuing from the gravel, had run into a hollow.
7. A pretty young girl came along with a tripping pace.
8. A phantom of wealth had thrown a golden hue upon its waters.
9. The noble nature within him stirred to life at that woman's word.

## CHAPTER VIII

## RELATIONS OF SUBDIVISIONS

*Examine the subdivisions in the following sentences, noting carefully what is told by each :*

(Several) (men) (from the factory) (climbed) (hurriedly) (to the roof) (to extinguish the blaze).

Notice that each part answers some question in relation to some other part, as follows :

1. "Several" tells how many *men*.
2. "from the factory" tells what *men*.
3. "men" tells who *climbed*.
4. "climbed" tells what the *men* did.
5. "hurriedly" tells how they *climbed*.
6. "to the roof" tells where they *climbed*.
7. "to extinguish the blaze" tells why they *climbed*.

*In the following sentences state the work or function of each subdivision :*

1. (The elders) (of the city) (come) (to the field) (on horseback) (to behold the exercise).
2. (The Dormouse) (had closed) (its eyes) (by this time).
3. (The old) (gentleman) (had shut) (the house door) (with a great bang).
4. (After a long time) (the lord) (of those servants) (cometh).
5. (A man) (standing at the gate) (caught) (the horse) (by the bridle).

**NOTE:**—When one part of a sentence is an explanation of another part, it is said to be related to that part.

## EXERCISE 9

*Give the subdivisions of the subject and the predicate of each of the following sentences, and state to what each subdivision is related :*

1. The toads are going to the pond to lay eggs.
2. His friends were carrying him to shelter.

3. Two boys coming from school, ran quickly into the house to tell us.
4. One cold night, an Arab sat in his tent.
5. The old woman made a fire on the hearth.
6. Trees standing beside the way threw long shadows over the lawn.

## CHAPTER IX

## BARE SUBJECT AND BARE PREDICATE

*Examine the subdivisions in the following sentence, noting what parts may be omitted without destroying the statement :*

(Large) (flags) (on the roof) (waved) (slowly) (in the breeze).

Notice that even when all of these groups except two,—“ flags ” and “ waved ”—are omitted, the statement is still complete.

Notice further that one of these essential parts, “ flags ”, is in the subject, and that the other, “ waved ”, is in the predicate of the sentence.

*Divide the following sentences into subject and predicate, and point out the essential part in each :*

1. (Messengers) (from the camp) (came) (to the city) (to report the battle).
2. (Small) (birds) (among the trees) (sang) (sweetly) (every morning).

A subdivision, such as “ Messengers ” or “ birds ”, which forms the essential part of the subject, is called the **bare subject**.

A subdivision, such as “ came ” or “ sang ”, which forms the essential part of the predicate, is called the **bare predicate**.



NOTE:—In many sentences the subject or predicate, or both, contain only the essential part, for example :

1. A small boy      *entered.*
2. *Boys*      were playing on the streets.
3. *Birds*      *fly.*

## EXERCISE 10

*Divide the following sentences into subject and predicate, and point out the bare subject and the bare predicate in each :*

1. The sullen clouds scud across the sky.
2. Little Harry hit the dog on the head with a stick.
3. The cries of the lonely child grew clearer.
4. A friend of his entered the room at that moment.
5. The difficulties of the task increased.
6. The task of building the fire fell to my lot.
7. Exaggerated accounts of the fight came to the city on the following day.

## DEFINITIONS

1. The bare subject is the essential part of the subject.
2. The bare predicate is the essential part of the predicate.

## EXERCISE 11 (REVIEW)

*In each of the following sentences separate the complete subject from the complete predicate give the bare subject and the bare predicate, and tell the kind of sentence :*

## MODEL

Then came the question of paying him.

The question of paying him | came then.

question | came

An assertive sentence.

1. A small party of the soldiers followed me. 2. With much labour our fathers felled the forests. 3. Call my brother back to me. 4. Who paints with gold the roadside weeds? 5. Telegraph me upon your arrival. 6. At length spring brought fair winds. 7. Is every boy here? 8. A thousand hearts beat happily. 9. Watch the hardy mountaineer! 10. The slightest motion of the punt breaks every shadow. 11. There floats the greatest cannibal of the fishes. 12. Tempt me no further. 13. On his arms were golden bracelets. 14. Out of the dark corner came a shout of delight. 15. Love ye your enemies. 16. Wherefore travel you this doleful road? 17. My golden spurs now bring to me. 18. In this blackberry patch the bears hid themselves.

## CHAPTER X

### PARTS OF SPEECH

#### THE NOUN

*Point out the bare subjects in the following sentences, noting in each case what the subject represents :*

1. Mary is reading.
2. John is working hard.
3. Iron is very heavy.
4. Good boys study.
5. The pen is broken.

Notice that the words "Mary", "John", "Iron", "boys", and "pen" all bring to your mind some person or thing spoken about.

Notice also that two of these words, "Mary" and "John" are known as the names of the persons spoken about. In like manner the words "Iron", "boys", and "pen" name persons or things.

*In the following sentences point out the words that name anything :*

1. The man has a dog.
2. The ball broke a window.
3. James mended the desk.

A word such as "man", "dog", "ball", "window", etc., which names anything is called a **noun** (Latin *nomen*, a name).

## EXERCISE 12

*Point out the nouns in the following sentences :*

1. Henry cut his finger with a knife.
2. A storm gathered in the sky.
3. The captain ordered the ships to cast anchor.
4. The camp is to be cleared of snow.
5. The answer to this question is wrong.
6. Daulac was a man of good family.
7. Daulac had crammed a large musketo with powder and plugged up the muzzle.
8. The elm in our woods is a stately tree.
9. In the forests of America and Asia, the vanilla twines its slender stem round the trees.
10. There will be no seeds unless the dust or pollen from the stamens falls on the pistils.

## DEFINITION

**A noun is the name of anything.**

## CHAPTER XI

## THE PRONOUN

*Compare carefully the italicized words in each of the following groups :*

1. John was sick but *John* is much better.
2. John was sick but *he* is much better.
1. The knife was lost but the *knife* has been found.
2. The knife was lost but *it* has been found.

Notice that in the first sentence of each of these groups we have a noun repeated, while in the second sentence of each group another word has been substituted for the repeated noun.

Notice further that these new words "he" and "it" are not nouns, since they do not name a particular kind of object. *He* might also mean a dog, a lion, a whale, etc. ; and *it* might mean a desk, a chair, a book, etc., instead of a knife, as it does here. These words, therefore, take the places of the nouns and represent the objects without naming them.

*Point out any words in the following examples which stand for persons or things without naming them :*

1. The little girl looked and she saw a beautiful stove.
2. The child said : " I see a star."
3. That is a good book.
4. The man who was here has gone away.
5. The leaves are so small they scarcely appear to be leaves.

A word such as " she ", " I ", " that ", " who ", or " they ", which stands for an object without naming it, is called a pronoun.

Pronoun means "for a noun", and these words are so called because we frequently use them to avoid the repetition of the noun, as in the first examples given above.

### EXERCISE 13

#### A

*Point out the pronouns in the following sentences, and name the objects for which they stand :*

1. There are apples in the basket, John, will you have some ?
2. Gilliatt looked at the monster, which seemed to look at him.
3. The boys had the ball but they have

lost it. 4. John said to James: "Have you the book which I sent you?" 5. That is Mary's letter; she has forgotten it. 6. The plate was full of cakes but all have been eaten. 7. The pen was on the boy's desk; he must have taken it. 8. African lions are larger than those in Asia.

## DEFINITION

A pronoun is a word which represents some person or thing without naming it.

## B

*Point out the pronouns in the following sentences, and where possible name the objects for which they stand:*

1. I saw the books on the desk. Somebody must have taken them.
2. The pen is not here. Who has taken it?
3. Will you come with us, Susan?
4. The little orphans cried themselves to sleep.
5. The crow said to Tommy: "Look at the coat and tell me if you ever saw anything finer than this."
6. What have you in the box?
7. Elephants are employed to do a variety of work. They help to load boats, laying everything down gently and placing all in good order.

## CHAPTER XII

## THE VERB

*Divide, where possible, the complete predicates of the following sentences, and notice especially the work or function of the bare predicate in each:*

1. The men in front *paused* for a moment.
2. The rabbit *hid* the drum in the bushes.
3. The little boy *seems* cold.
4. The girls at the door *listened*.

Notice concerning the words "hid", "paused", "seems", and "listened":

1. Each of these words, either alone or with other words, forms the complete predicate of a sentence.
2. If these words are omitted, no assertion is made about the person or thing denoted by the subject.

*In each of the following sentences point out the word in the predicate by means of which we make an assertion :*

1. The river rolls steadily toward the east.
2. The captain received me with great kindness.
3. From thence we went to the isles of Comari.
4. The weather became very cold.
5. The sun always shines upon them.

A word such as "rolls", "received", "went", "became", etc., by means of which we are able to make an assertion, is called a **verb**. (Latin *verbum*, a word).

#### EXERCISE 14

*Divide each of the following sentences into subject and predicate, and point out the verb in each sentence :*

1. The bark of the logs supplies them with food.
2. During the summer the animals live in holes.
3. A poor little girl carrying a bundle, walked along the street with naked feet.
4. The little girl drew another match from the bunch.
5. Soldiers walked around in silence.
6. The brown curls before her came up with a start.
7. The shouts of both parties augmented the fearful din.
8. Several herds of cattle were in the fields.
9. Scattered bands of Indians issued at that moment from the woods.
10. The glittering sword of the soldier then descended upon the bar with terrific force.
11. Every one in the room greeted him on his entrance.

#### DEFINITION

A verb is a word by means of which we make an assertion, that is, which either alone or with other words forms the complete predicate of a sentence.

## COMPLETE AND INCOMPLETE VERBS

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### EXERCISE 15 (REVIEW)

A

*Point out the nouns and pronouns in the last exercise.*

B

1. *Compose five assertive sentences about objects in the room.*
2. *Compose five imperative sentences in connection with a game.*
3. *Point out the nouns, pronouns and verbs in these sentences.*

## CHAPTER XIII

### COMPLETE AND INCOMPLETE VERBS

*Compare the assertions made by the verbs in the following pairs of sentences :*

1. The man *came* slowly up.
2. The boy *hit* the dog.
1. The soldier *rested* until morning.
2. The child *became* quite sick.

Notice that the verbs "came" and "rested" in the first sentences would each make a complete assertion about the subject without the addition of other words.

Notice also that the verbs "hit" and "became" in the second sentences require the added words, "the dog" and "quite sick" in order to make a complete assertion.

In each of the following examples notice whether the verb makes a complete or an incomplete statement when used alone in the predicate :

1. The boys *ran* to school.
2. The child *seems* very quiet.
3. The little girl *tore* her dress.

4. The children *slept* until morning.
5. His books *were* in the desk.
6. The men *departed* on the next train.

Verbs such as "ran", "slept", and "departed", which, without the addition of other words, make complete statements about their subjects, are called complete verbs.

Verbs such as "seems", "tore", and "were", which do not in themselves make complete statements about their subjects are called incomplete verbs.

## EXERCISE 16

*Classify the bare predicates or verbs in the following sentences as complete or incomplete :*

1. The child became sick.
2. The sun arose in the east.
3. This book is very old.
4. The men returned to the city.
5. The ball broke the window.
6. The old man sighed on our approach.
7. Mary received no answer.
8. This man educates his children.
9. Our friends smiled at his words.
10. The day was exceedingly fine.
11. Smoke ascended from below.
12. The child uttered a cry.
13. The girls and women do the milking.

## CHAPTER XIV

## OBJECTS AND COMPLETIONS

*Compare carefully the incomplete verbs and the completing parts in the following sentences :*

1. The boy broke the stick.
2. The boy is honest.
3. The boy is a student.



Notice in the first sentence :

1. That the incomplete verb "broke" represents the boy as acting or as doing something.

2. That the completing words "the stick" represent the thing upon which the boy acts.

On the other hand, notice in the second and third sentences :

1. That the incomplete verb "is" does not represent the boy as acting.

2. That the completing words "honest" and "student" describe the boy.

*Point out the completing words in each of the following sentences, and state whether they represent something acted upon, or whether they describe the person or thing denoted by the subject :*

1. The man stopped the horse.
2. The boy hit the little dog.
3. The river is very deep.
4. The post-house was a fine building.
5. Have you a better pen ?
6. The children seem quite happy.

A completing word or group of words, such as "the horse" or "the little dog," which stands for the person or thing upon which an action is performed, is called an **object**.

A completing word, or group of words, such as "very deep" or "a fine building", which modifies the meaning of the subject, is called a **completion** ; and, because it describes the person or thing denoted by the subject, it is usually called the **subjective completion**.

## EXERCISE 17

## A

*Point out the completing part, if any, in each of the following sentences, and tell whether it is an object or a subjective completion :*

1. The teacher took the exercise.
2. The ball struck a child.
3. John is a hero.
4. The boys play games in the evening.
5. Mary, close the door.
6. The children walk in the garden.
7. Our friend became sick on the train.
8. The garden was beautiful.
9. The child hesitated at the door.
10. Children, bring your exercises to school to-morrow.
11. Roses are fragrant.
12. He did the work before dinner.
13. Are you hungry ?

## B

*Add suitable completing words to the following, and tell whether they are objects or subjective completions :*

1. This man is. ....
2. My father saw.....
3. Did you tear. ....
4. The boys broke.....
5. Is the weather. ....
6. This pencil seems. ....
7. This pupil did. ....

## DEFINITIONS

An object of a verb is a word or group of words completing its meaning and denoting the person or thing affected by the action expressed by the verb.

A subjective completion is a word or group of words completing a verb and describing the person or thing denoted by the subject.

## CHAPTER XV

## MODIFIERS

## I. MODIFIERS OF THE SUBJECT

*Compare the subjects in each of the following groups of sentences, noting carefully the function of the italicized parts :*

1. Men pay their debts.
2. *Honest* men pay their debts.
1. Books are used by the class.
2. *Small* books are used by the class.
1. Flags waved in the breeze.
2. *Large* flags *on the roof* waved in the breeze.

In the subject of the second sentence of each group, in addition to the bare subjects, "men", "books" and "flags", we find other words, "Honest", "Small", "Large" and "on the roof" joined to the bare subjects.

Notice concerning these parts added to the bare subject :

1. They describe the persons or things denoted by the bare subject.
2. They modify the meaning of the bare subject.

*In the following sentences point out the words or groups of words which modify the meaning of the bare subject :*

1. The glittering sword of the soldier descended.
2. Several herds of cattle were in the fields.

Parts of the complete subject such as "The glittering", "of the soldier", etc., which are joined to the bare subject to modify its meaning, are called **modifiers of the subject**.

## EXERCISE 18

*In each of the following sentences divide the complete subject into bare subject and modifiers :*

1. My unfortunate friend did not appear to be disturbed.
2. The crowds on the bank scatter.
3. A perfect storm of shouts reaches them.
4. A hurried cry from overhead may reveal the presence of a pair of loons.
5. Through hundreds of miles these two rivers pursue their parallel courses.
6. Suddenly the southern river bends towards the north.
7. The wail of the prowling wolf makes the voice of the solitude audible.
8. From every window gleamed a line of bayonets.
9. Several squadrons of gray-coated dragoons moved up to support them.
10. For an instant a dense group collected around the ball.
11. Down these valleys pour the clear streams of the eternal snows.

## DEFINITION

A modifier of the subject is a word or group of words added to the bare subject to change or modify its meaning.

## II. MODIFIERS OF THE PREDICATE

*Subdivide the predicates in the following groups of sentences, noting carefully the work of the italicized parts :*

1. The bell rang.
2. The bell rang at nine o'clock.
1. The boy picked berries.
2. The boy picked berries yesterday.
1. The child became sick.
2. The child became sick after dinner.

Notice the complete predicates in the first sentence of each group,—the verb "rang" is a verb of complete predication, the verb "picked" is completed by the object "berries", and the verb "became" by the completion "sick" which modifies the subject.

Notice, therefore, concerning each italicized part in the second sentence of each group :

1. It is not needed to complete the meaning of the bare predicate or verb.
2. It modifies the meaning of the predicate.

*Examine the italicized part in each of the following, and state whether it completes the meaning of the verb, or whether it merely modifies the predicate :*

1. Our friends *eat* fruit.
2. Every one laughed *heartily*.
3. The leaves fell *from the trees*.
4. The elephant was *furious*.
5. The man departed *in anger*.

Words or groups of words, such as "heartily", "from the trees", and "in anger", which are not necessary to complete the verb, but merely limit the meaning of the predicate, are called **modifiers of the predicate**.

## EXERCISE 19

## A

*Divide the predicates in the following sentences so as to show the objects, the subjective completions, and the modifiers of the predicate :*

1. The boy hit the cat with a stone.
2. Our friend is sick this morning.
3. The train departed before our arrival.
4. The servant opened the door at our approach.
5. The air seems fresh to-day.
6. My brother returned to Toronto on the evening train.
7. I received his letter on the same day.
8. The Dormouse slowly opened his eyes.
9. John was ready before her.
10. You build your nest on the lofty pine.

## E

*Add one completing part (an object, or a subjective complement), and one modifying part to each of the following incomplete predicates :*

1. The weather was. ....
2. We saw. ....
3. John broke. ....
4. The flowers are. ....
5. My friend sent. ....
6. The little boy threw. ....

## DEFINITION

A modifier of the predicate is a word or group of words added to a predicate to limit or modify its meaning.

## III. MODIFIERS OF THE OBJECT

*Compare the objects in the following groups of sentences, noting especially the work of the italicized words :*

1. Boys read books.
2. Good boys read *good* books.
1. We saw flocks.
2. We saw flocks *of birds*.

From these examples we learn that, like the complete subject, the complete object may often be divided into two parts—bare object, and modifiers of the object.

## EXERCISE 20

*Point out the objects in the following sentences, and divide them where possible into bare object and modifiers :*

1. I gave two large oranges.
2. Steam-ships cover the broad bosom of its lakes.
3. They paid the hired men.
4. I heard a good story.

## ANALYSIS OF SENTENCES

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5. She bought a new coat.
6. Monasteries served many useful purposes.
7. Buy a little food.
8. Have you any better pens ?
9. The boy bought candy.
10. I saw something.
11. She placed her two brothers on the bastions.
12. Bobby heard a faint noise in the grass.

## ANALYSIS OF SENTENCES

Thus far we have learned that a sentence may be composed of only two parts,—subject and predicate, or may be composed of several parts, as follows :

- Bare Subject.
- Modifiers of the Subject.
- Bare Predicate or Verb.
- Subjective Completion of the Predicate.
- Object.
- Modifiers of the Object.
- Modifiers of the Predicate.

When we divide a sentence into its various parts and name them in order, we are said to analyze the sentence.

## MODELS

1. Three boys in our class were absent to-day.
2. The settler grasped the little child in his arms.

### SENTENCE 1

Subject.....boys  
Modifiers of Subject....(1) Three (2) in our class  
Verb.....were  
Subjective Completion...absent  
Modifier of Predicate...to-day

## SENTENCE 2

Subject. .... settler  
 Modifier of Subject. .... The  
 Verb. .... grasped  
 Object. .... child  
 Modifier of Object. .... the little  
 Modifier of Predicate. ... in his arms

## EXERCISE 21

*Analyze the following sentences according to the models given :*

1. The sick man knoweth the physician by his step.
2. These flowers are beautiful in the morning.
3. The children covered his hands with tears and kisses.
4. The sick child seems stronger to-day.
5. Regulus was a prisoner for two years.
6. The Soldan's weapon severed the veil into two parts.
7. She spent a very pleasant hour with the children.
8. The struggle was short on the right wing.
9. The weather became cold after sunset.
10. Remember thy Creator in the days of thy youth.

## EXERCISE 22 (REVIEW)

*Point out the nouns, pronouns and verbs in the following exercise :*

1. Old Wardle led the way to a large sheet of ice.
2. He caught a glimpse of a mossy bank.
3. What think you of that ?
4. In the ravine they found a hollow cave.
5. A little boy in clean clothes entered the shop.
6. Nobody listens to him.
7. She gave the box to the child.
8. They walked the horses to the stable.
9. A storm of shouts reaches them from the crowd.
10. He spoke of the grass and flowers and trees,  
 Of the singing birds and the humming bees.



## CHAPTER XVI

## THE ADJECTIVE

*Note carefully the bare subject and the subject modifiers in each of the following sentences :*

1. Good boys tell the truth.
2. Pretty flowers are much admired.
3. Dark shadows crossed the sky.

We find that the bare subject in each of the above sentences is a noun. The subject modifiers, "Good", "Pretty", and "Dark" are, therefore, all joined to nouns, and describe in some way the objects named by the nouns. Instead then of saying that these words modify their subjects we may say that they modify nouns.

*In the following sentences point out the words that modify nouns :*

1. Small birds sing sweetly.
2. We passed large beds of fragrant flowers.
3. These trees have curious leaves.
4. They are rude boys.

A word such as "small", "large", "fragrant", "these", etc., which modifies a noun, is called an **adjective**.

Notice further that adjectives may also modify pronouns. This is most common in the case of the adjective used as a subjective completion, for example :

1. He is *honest*.
2. That seems *old*.
3. They are *small*.

## EXERCISE 23

*Point out the adjectives in the following sentences, and state whether they modify nouns or pronouns :*

1. The river was deep. 2. The little girl has a lovely rose. 3. Dark shadows cross the sky. 4. It was a famous victory. 5. The leaves of this tree are small. 6. These monuments were made from single pieces of hard stone. 7. He was busy for some time among the young men of Montreal. 8. Is agriculture a repulsive pursuit? 9. He will not sit down in a rude, slovenly, naked home. 10. The little figure in the pink calico and the red shawl and big rubbers stood for a moment. 11. In the deepest corner he found the dead bodies of two small cubs.

## DEFINITION

**An adjective is a word used to modify a noun or a pronoun.**

## CHAPTER XVII

## I. THE ADVERB

*Examine the predicate modifiers in the following sentences :*

1. The man came quickly.
2. I see him now.
3. The teacher answered firmly.

We saw in Chapter XV that such words as "quickly", "now", and "firmly", which limit the assertion to some particular manner, time, place, etc., are called modifiers of the predicate. Since, however, we classify such assertive words as "came", "see", and "answered" as verbs, we may, therefore, say that the words "quickly", "now", and "firmly" modify verbs.

*In the following sentences, point out the words that modify verbs :*

1. This boy runs slowly.
2. She sang her song heartily.
3. These men live here.
4. Our friends left recently.

A word such as "slowly", "heartily", "here", or "recently", which modifies the verb, is called an **adverb**.

#### EXERCISE 24

*Point out the adverbs in the following sentences, and tell in what way they modify the verb :*

1. They collect the sap carefully.
2. This river never overflows its banks.
3. The king immediately besieged Calais.
4. Their shout rose triumphantly.
5. The boy did his work thoroughly.
6. The heights of Terro gradually faded.
7. The bright lights appeared again.
8. The bubbles burst around.
9. He constantly tested the sap.
10. Heavily and thickly the locusts fell.
11. The hostile armament still moved on.
12. Maggie never forgot any of these moments.
13. Theseus struck him again, and his evil soul fled forth.
14. Once I was a wealthy merchant, but now I am poor.

#### II. THE ADVERB—continued

*Compare the uses of the italicized word in each of the following pairs of sentences :*

1. He talks *much*.
2. We have *much* sweeter apples.
1. He *quite* forgot them.
2. The orange is *quite* bitter.
1. He regretted it *exceedingly*.
2. This is an *exceedingly* slow horse.

In the first sentences of these groups we find that the italicized words, "much", "quite", and "exceedingly", are used to modify verbs, and are, therefore, adverbs. In the second sentences we find the same words used to modify the meaning of the adjectives, "sweeter", "bitter", and "slow".

*In the following sentences point out the words that modify the meaning of adjectives :*

1. The teacher is very kind.
2. We like a more gentle horse.
3. These birds have perfectly white breasts.

Words such as "very", "more", "perfectly", etc., when used to modify the meaning of adjectives, are also called **adverbs**.

#### EXERCISE 25

*Point out the adverbs in the following sentences, and tell whether they modify verbs or adjectives :*

1. They are extraordinarily numerous.
2. His father punished him severely.
3. "You are very kind," said the man humbly.
4. Clive was in a painfully anxious situation.
5. The fawn lay down contentedly.
6. Damon had a very dear friend.
7. The Dormouse opened his eyes slowly.
8. Again I hear that blithely whistled chorus.
9. He looked up thoughtfully, and then played an infinitely lovely movement.
10. The man then gave the child an unusually large apple.
11. He easily flung aside the weight.
12. This seemingly kind offer greatly surprised him.

#### III. THE ADVERB—continued

*Compare the uses of the italicized words in each of the following pairs of sentences :*

1. He is a *very* sick man.
2. He ran *very* slowly.
1. A *more* pleasant day followed.
2. Speak *more* distinctly.

1. She is *quite* happy.
2. He ran *quite* well.

In the first sentences of these groups the words "very", "more", and "quite", modify respectively the adjectives, "sick", "pleasant", and "happy", and are, therefore, adverbs.

In the second sentences we find these same words respectively modifying the adverbs, "slowly", "distinctly", and "well".

*In the following sentences point out the words that modify the meaning of adverbs :*

1. The boy ran too slowly.
2. They came on more quickly.
3. The pupils entered rather hurriedly.
4. Our friend is very seriously ill.

Words such as "too", "more", "rather", and "very", when used to modify adverbs, are also called **adverbs**.

#### EXERCISE 26

*Point out the adverbs in the following sentences, and tell whether they modify verbs, adjectives, or adverbs :*

1. The weather was unpleasantly cold.
2. The old man spoke rather gruffly.
3. The ploughman homeward plods his weary way.
4. Instantly the falcon turns and darts back.
5. Mary Elizabeth stood quite still.
6. The boy wore perfectly clean clothes.
7. Then the professor smiled broadly.
8. The toad is absolutely harmless.
9. A boastful hunter praises his own address too highly.
10. The figure of the stranger then became exceedingly bright, and Midas involuntarily closed his eyes.

#### DEFINITION

An adverb is a word used to modify a verb, an adjective, or another adverb.

## EXERCISE 27 (REVIEW)

*Classify the words in the following sentences into nouns, pronouns, verbs, adjectives, and adverbs :*

1. Squeers caught the boy firmly.
2. Who put the book there ?
3. The sensation was most painful.
4. This is a very pretty flower.
5. The fiend strode briskly on.
6. "I am very sorry, sir," said Bobby.
7. The king said: "Is the young man Absalom safe ?"
8. The bird uttered some very uncertain chirps.

## CHAPTER XVIII

## THE COMPLEX SENTENCE

Thus far only sentences of simple structure have been considered. We shall now proceed to a study of sentences whose structure is of a more difficult character.

*Compare carefully the italicized parts of the subject and of the predicate in the following groups of sentences :*

1. Cross dogs bite.
2. The man *whom we met* has gone.
1. The boys left *earlier*.
2. My uncle had gone *when I arrived home*.
1. I have *money*.
2. I have *what is necessary*.

In the first sentence of each group we find a word—"Cross", "earlier", and "money"—forming a part of the subject or the predicate of the sentence.

In the second sentence of each group we have a statement forming a part of the subject or the predicate of the sentence, as follows :

- Modifier of subject . . . . . Whom we met.  
 Modifier of predicate . . . . . When I arrived home.  
 Object of verb . . . . . What is necessary.

Each of these statements is, therefore, dependent upon some part of the sentence, and is related to that part, for example: "Whom we met" is related to *man*; "When I arrived home" is related to *had gone*; "What is necessary" is related to *have*.

*Analyze the subjects and predicates of the following sentences, pointing out the dependent statements, if any, and giving the relation of each:*

1. The man by whom it was done could not be found.
2. The hind feet of the beaver have a thin skin between the toes.
3. He looked round for Smike as he left the room.
4. A wicked old fairy who had not been invited came in when the feast was ready.
5. The victory of Trafalgar was celebrated with the usual forms of rejoicing.

A sentence such as (1), (3), or (4) above, whose subject or predicate contains a dependent statement, is called a **complex** sentence.

A sentence such as (2), or (5) above, which contains but a single statement, is called a **simple** sentence.

## EXERCISE 28

## A

*Classify the following sentences into simple and complex. Point out the dependent statements, and give their relation:*

1. All men knew that his heart was humane.
2. The merchants whom I had taken on board broke the egg with hatchets.
3. Another ship coming from China crossed him on the way.
4. I remained till one was built.
5. He met an old servant who had been born on the nobleman's estate.
6. The Genius told me that this bridge had consisted of a thousand arches.
7. The guard-room, near the

gate presented the same hostile front. 8. These hidden pitfalls were set very thick at the entrance to the bridge. 9. I sat down upon the grass to recover myself from my fatigue. 10. When I was at Grand Cairo, I picked up several manuscripts, which I have still by me. 11. While I am lying on the grass, thy twofold shout I hear.

## B

*Change the following simple sentences to complex by adding dependent statements to the subject :*

1. The book. .... has been lost.
2. A tree. .... blew down.
3. The day. .... was very cold.
4. The story. .... was very interesting.
5. Every one. .... felt sorry for him.

## C

*Change the following simple sentences to complex by adding one or more dependent statements to the predicate :*

1. Our friends knew. ....
2. The train had gone. ....
3. I gave the man the letter. ....
4. We were very cold. ....
5. The man will go. ....
6. They heard last night. ....
7. We had a good time. ....

## DEFINITIONS

1. A simple sentence is one that contains a single statement.

2. A complex sentence is one that contains one or more dependent statements.

## ANALYSIS OF COMPLEX SENTENCES

A complex sentence is to be analyzed in the same manner as a simple sentence, as follows :



## MODEL

The men who were guarding the port built large fires because they feared a surprise.

Subject.....men

Modifiers of the Subject..(1) The, (2) who were guarding the port.

Verb.....built.

Object.....fires.

Modifier of the Object...large.

Modifier of the Predicate..because they feared a surprise.

## EXERCISE 29

Analyze the following complex sentences according to the model given above :

1. Hardy, to whom this was addressed, seized the boat-hook.
2. Say that, I will do it.
3. Whilst I was thus musing, I cast my eyes toward a rock that was not far distant.
4. As they went up, the glen grew narrower.
5. Show now the secrets that lie hid under those dark clouds.
6. Little girls that cut their own hair, should be whipped.
7. When the day dawned we saw what was going on below.
8. The rich heiress that Bassanio wished to marry, lived near Venice.
9. Portia had a relation who was a counsellor in the law.
10. Tom's heart beat fast as he came under the tree.
11. The keeper, who was a good-hearted fellow gave up, his claim.

## CHAPTER XIX

## THE COMPOUND SENTENCE

Examine the complete subject and the complete predicate of each statement in the following sentence :

John came to the city early, but his brother had gone away.

In this sentence we find two independent statements, the entire subject and the entire predicate of each statement being as follows :

Statement 1. John came to the city early.

Statement 2. His brother had gone away.

Notice that neither statement is dependent on, or related to the other, since it does not form any part of the subject, or the predicate of the other.

*Examine the statements in the following sentences, and decide in each case whether the statement is independent, or dependent :*

1. His waistcoat was of gosling green and his sisters had tied his hair with ribbon.
2. My grandsire drew a good long-bow at Hastings, and I trust not to dishonour his memory.
3. I directed my sight as I was ordered.
4. The old maps which the navigators of the sixteenth century formed, played strange pranks with the geography of the new world.
5. The heat melts the snow from the lower hills, but the higher parts remain covered.
6. The wreck was cut away, the ship was cleared, and her head was turned to the sea.

Notice in sentences (1), (2), (5), and (6) that none of the statements are dependent. When a sentence contains two or more statements or clauses, all of which are independent, the sentence is called a **compound sentence**.

The second statement in a compound sentence is often abbreviated, for example :

The child thought of his father and (the child) was preparing to quit the ravine.

**NOTE :—**A statement which forms a part of a complex, or of a compound sentence is usually termed a **clause**. In a complex sentence it is called a **subordinate clause** when it is a dependent statement, and a **principal clause** when it is an independent statement.

## EXERCISE 30

*Examine the following sentences, and tell whether they are simple, complex, or compound :*

1. The coast-line was tolerably accurate, but the centre of America was represented as a vast inland sea.
2. These wise beavers know that they must have a store of food for winter.
3. The bark of these logs supplies them with food.
4. We hastened on board and set sail with all possible speed.
5. His comrade bent to lift him, but the spark of life had fled.
6. He had just raised the cup to his lips when his eyes fell upon a soldier, who was looking longingly at the cool drink.
7. The space between these two points is divided into equal parts.
8. When fish are not plentiful enough, the otters will attack ducks.
9. The number of those who are naturally foolish is exceedingly great.
10. The river is usually accompanied by a scow with a covered structure.
11. I am glad that you have so good a memory.
12. The night was closing in, and with the night came the cold.
13. Nicholas hardly dared to look out of the window.
14. Turn now your steps homeward, and pause a moment at the Bermudas.

## DEFINITION

✓ **A compound sentence is one that contains two or more independent statements.**

**NOTE :—**When one or more of the independent statements in a compound sentence are themselves complex, the sentence is called a **compound-complex sentence**, for example :

If thou strik'st the apple, I will pardon you both ; but if thou refusest this trial, thy son shall die.

## CHAPTER XX

## SUBORDINATE CLAUSES AND PHRASES

*Compare the italicized parts in each of the following groups of sentences :*

1. *Honourable* men pay their debts.
2. Men *who are honourable* pay their debts.
3. Men *of honour* pay their debts.
1. He came *then*.
2. He came *when he was called*.
3. He came *at that time*.
1. *Exercise* benefits you.
2. *What you are doing* benefits you.
3. *To take exercise* benefits you.

In the first sentence in each group we find a single word ("Honourable", "then", "Exercise") forming some part of the sentence.

In each of the second sentences we find a subordinate clause taking the place of, and having the same value as, the single word.

In each of the third sentences we find a group of words ("of honour", "at that time", "To take exercise") which does the same work in the sentence as the single word, as follows :

"Of honour" takes the place of "Honourable" and modifies "men."

"At that time" takes the place of "then" and modifies "came."

"To take exercise" takes the place of "Exercise" and is subject of "benefits."

Notice concerning these groups "of honour", "at that time", "To take exercise" :

1. They are not subordinate clauses, since they have no subject and predicate and, therefore, do not make a statement.

## SUBORDINATE CLAUSES AND PHRASES

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2. They are each used in the sentence with the value of a single word.

A group of words, such as "of honour", "at that time", "To take exercise", which does not make a statement and is used with the value of a single word, is called a **phrase**.

### EXERCISE 31

*Examine the italicized groups of words in the following sentences, and state whether they are phrases or subordinate clauses, giving reasons in each case :*

1. Bands of *Loyalists* came *by land*.
2. I directed my sight as I *was ordered*.
3. *From my heart*, I give thee joy.
4. I will be true companion to *thee*, Saracen, "*while our fortune wills*."
5. Thank God, I *have done* my duty.
6. "*When thou comest there*, throw my sword *in that water*."
7. Then the king got his spear *in both his hands*.
8. The Russians *on their left* drew breath *for a moment*.
9. "*As we sail on*, we come *to the China Sea*."
10. *With unabated fury* the noble hearts dashed at *their enemy*.
11. He *that had received one talent* digged *in the earth*, and hid his lord's money.
12. They quite understood *what he meant*.

### DEFINITIONS

1. A phrase is a group of words which does not make a statement, and is used in the sentence with the value of a single word.

2. A subordinate clause is a group of words which makes a statement, and is used in a complex sentence with the value of a single word.

## CHAPTER XXI

## I. GRAMMATICAL VALUES OF SUBORDINATE CLAUSES

*Compare the uses of the italicized parts in the following pairs of sentences :*

1. Bread is sufficient.
2. What you sent is sufficient.
1. They have apples.
2. They have *whatever they want*.
1. The man is a soldier.
2. The man is *what he seems*.

In the first sentences a noun has been used as subject, object, and subjective completion respectively, while in the second sentences a clause is in each case put in place of the noun.

*In the following sentences point out any clauses that take the places of nouns :*

1. I heard what he said.
2. Whatever they left was put in the desk.
3. We know who did it.

Clauses such as "what he said", etc., which take the places of nouns are called **noun clauses**.

## EXERCISE 32

*Point out the noun clauses in the following sentences, and give the relation of each :*

1. He thought that Mr. Toil's ways were not so very disagreeable.
2. We hope that there may be a few.
3. The boy is often what might be called a pest.
4. He did not know that the owner had departed.
5. What seemed warm to her was cold to the child.
6. Who I am my parents know.
7. This accident was what upset all our plans.
8. I see that you are weary.
9. Who said that

thou wert sold ? 10. How the builders put them into their places is a question. 11. The leaf tells us what kind of plant it is.

*Compare carefully the italicized modifiers in each of the following pairs of sentences :*

1. *Honest* boys will succeed.
2. Boys *who are honest* will succeed.
1. *Old* books are often valuable.
2. Books *that are old* are often valuable.
1. We admire a *brave* boy.
2. We admire a boy *who is brave*.

In the first sentence in each group we have an adjective, "Honest", etc., modifying a noun, while in the second sentence we find a clause, "who are honest", etc., modifying the noun.

*In the following sentences point out the clauses that modify nouns :*

1. Little girls that cut their own hair should be whipped.
2. Suddenly came a sound that threw the doe into a panic of terror.
3. He gave the crocodile a blow which killed it.
4. Bodies which radiate freely have the power of absorbing heat.
5. There are some roots which are developed along the stem.

A clause used to modify a noun is called an **adjective clause**.

Note :—Like the adjective, an adjective clause may be used to modify a pronoun, for example :

*They that sow in tears shall reap in joy.*

✓ Compare the italicized modifiers in each of the following pairs of sentences :

1. He came *yesterday*.
2. He came *when you were away*.
1. The man is *much* better.
2. The man is better *than he was*.
1. This letter came *much* sooner.
2. The letter came sooner *than she expected it*.

Notice that in the first sentence of each group, an adverb modifies a verb, an adjective, and an adverb, respectively, while in the second sentence a subordinate clause takes the place of the adverb.

*Point out the clauses in the following sentences, and tell whether they modify verbs, or adjectives, or adverbs :*

1. As she approached, she saw a boy with a rifle.
2. She ran to the fort as quickly as she could.
3. The weather is colder than it was yesterday.
4. Did you find the book where you were looking ?
5. The boys moved so slowly that we soon caught up to them.

A clause used to modify a verb, an adjective, or an adverb is called an **adverb clause**.

#### EXERCISE 33

*In the following exercise classify the subordinate clauses as adjectives or adverbs :*

1. He thought of the fun that he had planned for that day.
2. Ronald tugged at his colt till he got him back with the pony.
3. He is everything that a soldier should be.
4. He caught sight of a dark form as it darted through the gleam.
5. Not far from Cairo, which is now the capital of Egypt, stand the famous pyramids.
6. As he went



along by the canals, he pulled the little flowers which his mother loved so well. 7. Those who could swim jumped into the water. 8. Winnie trod lightly upon the straw, because it had soft mud under it. 9. They had not gone far when they passed by a field.

## DEFINITIONS

1. A noun clause is a subordinate clause used in a sentence with the value of a noun.
2. An adjective clause is a subordinate clause used in a sentence with the value of an adjective.
3. An adverb clause is a subordinate clause used in a sentence with the value of an adverb.

## EXERCISE 34

*Classify the subordinate clauses in the following exercise as noun, adjective, or adverb clauses :*

1. As we sail further on we come to the China Sea.
2. The very first object that met his eyes was the wretched Smike.
3. When the ship Argo was finished the fifty heroes came to look upon her.
4. Now is a time which will never return again.
5. If thou hear never more of me, pray for my soul.
6. There was ample room, as we had lowered the mast.
7. When he saw that nobody was looking, he gave her a five-cent piece.
8. England expects that every man will do his duty.
9. They found also that it was the stormiest ocean that they had ever crossed.
10. When I had finished it, he asked me where I was going to school.
11. They stood so motionless that they might have been taken for a group of statuary.

## CHAPTER XXII

## ANALYSIS BY CLAUSES

When we divide a sentence into the various clauses of which it is composed, and state the value of each, we are said to be giving the analysis of the sentence by clauses.

## MODEL

The little boy looked around in vain. The pain became harder to bear, but the boy moved not. Tears rolled down his cheeks as he thought of his little bed in which he might now be sleeping so soundly.

## SENTENCE 1

The little boy looked around in vain.

A simple sentence, assertive.

## SENTENCE 2

The pain became harder to bear, but the boy moved not.

A compound sentence.

*Clause 1.* The pain became harder to bear,—

An independent clause, assertive.

*Clause 2.* The boy moved not.

An independent clause, assertive.

## SENTENCE 3

Tears rolled down his cheeks as he thought of his little bed in which he might now be sleeping so soundly.

A complex sentence.

*Clause 1.* Tears rolled down his cheeks.

A principal clause, assertive.

*Clause 2.* As he thought of his little bed in which he might now be sleeping so soundly.

An adverb clause modifying the verb  
"rolled".

*Clause 3.* In which he might now be sleeping so soundly.

An adjective clause modifying the  
noun "bed".

## EXERCISE 35

Write out the analysis of the following sentences by clauses :

1. As they were thus discoursing, they discovered some thirty windmills that are in that plain.
2. A peculiar melancholy reigns over the aisle where Mary lies buried. The light struggles dimly through windows darkened by dust. The greater part of the place is in deep shadow, and the walls are stained and tinted by time and weather.
3. I had been often told that the rock before me was the haunt of a genius ; and that several had been entertained with music who had passed by it.
4. I slept, and dreamed that life was beauty ;  
I woke, and found that life was duty.  
Was my dream then, a shadowy lie ?  
Toil on, brave heart, unceasingly,  
And thou shalt find thy dream to be  
A noonday light and truth to thee.

## CHAPTER XXIII

## GRAMMATICAL VALUES OF PHRASES

## ADJECTIVE AND ADVERB PHRASES

Compare the italicized parts in each of the following groups of sentences :

1. *Kind* children love animals.
2. Children *of a kind nature* love animals.
1. They heard a *childish* cry.
2. They heard the cry *of a child*.
1. We own the *distant* house.
2. We own the house *in the distance*.

In each of the first sentences of these groups we find an adjective, "Kind", "childish", "distant", modi-

ifying a noun. In the second sentences of these groups we have the phrases "of a kind nature", "of a child", "in the distance", taking the places of the adjectives and modifying the nouns, as follows :

"of a kind nature" modifies the noun " children ".

"of a child" modifies the noun " cry ".

"in the distance" modifies the noun " house ".

*Point out the phrases in the following sentences, and tell what they modify :*

1. The ice upon the trees was beautiful.
2. The road up the pass was steep.
3. Those on the desk are longer.
4. Exercises in archery closed the sports.
5. She descended the slope of the mountain.

A phrase such as "upon the trees", "up the pass", etc., which modifies a noun or a pronoun, is called an **adjective phrase**.

*Compare the modifiers of the verb in each of the following pairs of sentences :*

1. He came *quickly*.
2. He came *in haste*.
1. The man sat *here*.
2. The man sat *on this bench*.
1. He walked *away*.
2. He walked *from the room*.

In the first sentence of each group we have an adverb modifying a verb, while in the second sentence, a phrase is made to take the place of the adverb and modify the verb, as follows :

"in haste" modifies the verb " came ".

"on the bench" modifies the verb " sat ".

"from the room" modifies the verb " walked ".

A phrase is also frequently used like an adverb to modify an adjective, for example :

1. She carried a heart heavy *with sorrow*.
2. We found the boys ready *for the sport*.

When a phrase is used like an adverb, to modify a verb, an adjective, or another adverb, it is called an **adverb phrase**.

## EXERCISE 36

## A

*Point out the adjective phrases and the adverb phrases in the following sentences, and tell what they modify :*

1. The gentleman with a kind face took the child home.
2. The enormous black mass rolled to one side.
3. One moment of stupid surprise succeeded the entrance of the iron.
4. Under a spreading chestnut tree the village smithy stands.
5. We made a score equal to the last one.
6. We have a land rich in minerals.
7. He put it into his mouth, and swallowed it in a hurry.
8. The time for the execution was at hand.
9. Why comes the flower upon the plant?
10. He was a boy favoured by all.
11. Thirsty with heat I rushed into the lake.
12. The bark of these trees supplies them with food.
13. They looked at the lake with amazement.
14. By this time, the evening sun streamed in full splendour over the black clouds.
15. The city of Thebes was the ancient capital of Egypt.

## B

*Add suitable phrases to the italicized words in the following exercises, and state in each case the grammatical value of the added phrase :*

1. The woman *took* a loaf.
2. The boy took a large *piece*.
3. The *passage* was very difficult.

4. The men suddenly *halted*.
5. The *light* *shone* brightly.
6. *Some* were ready.

## DEFINITIONS

An adjective phrase is one that modifies a noun or a pronoun.

An adverb phrase is one that modifies a verb, an adjective, or an adverb.

## EXERCISE 37

*Point out the adjective phrases and clauses, and the adverb phrases and clauses in the following sentences, and tell what each modifies :*

1. The elders of the city met within their hall.
2. The club-moss which grows on heaths is one of these.
3. She espied upon his finger the ring which she had given him.
4. The bark of their trunks often appears in the clays.
5. On a sudden an event happened which decided the victory.
6. Three wives sat up in the lighthouse tower, and they trimmed their lamps as the sun went down.
7. Crocodiles are tenacious of life.
8. He knows the value of frugality and gathers the nuts before they are ripe.
9. A look of intense delight broke over her countenance.
10. No sword on earth can cut that which opposes no steady resistance.
11. As he spoke, Saladin exchanged his turban for a Tartar cap.
12. The house still remained where it was.
13. When the tattoo sounded the little garrison retired to rest.

## CHAPTER XXIV

## PREPOSITIONS

*Classify the phrases in the following sentences, and examine carefully the italicized word in each phrase :*

The book *on* the desk is torn.

The book *beside* the desk is torn.

The book *under* the desk is torn.

Notice concerning these italicized words :

1. Each helps to form an adjective phrase.
2. Each connects the noun "desk" within the phrase to the word "book" which the phrase modifies.
3. Each tells the relation existing between the two objects, "book" and "desk", that is whether the *book* is *on*, *beside*, or *under the desk*.

*Examine also the italicized word in each of the following phrases :*

1. I went *to* him.
2. I went *with* him.
3. I went *from* him.

Notice concerning these words :

1. Each helps to form an adverb phrase.
2. Each connects the pronoun "him" within the phrase to the verb "came", which the phrase modifies.
3. Each shows the relation of the person denoted by "him" to the action "went", that is, whether *my going* was *to*, *with*, or *from him*.

*In the following sentences point out each word which joins a noun or pronoun within a phrase to a preceding word and denotes some relation :*

1. A torrent roared beneath them.
2. The fence around the garden was broken.
3. The spirits of your fathers shall start from every wave.
4. He is kind to them.

A word such as "beneath", "around", "of", "from", or "to", which joins a noun or pronoun in a phrase to another word, and shows the relation existing between them, is called a **preposition**.

**NOTE 1:**—The noun or pronoun used with the preposition to make up a phrase is called the **object** of the preposition.

NOTE 2:—Like the other parts of speech, the preposition may sometimes occur as a phrase, for example :

1. They spoke *about* the game . . . . . preposition.
2. They spoke *in regard to* the game . . preposition phrase.

## EXERCISE 38

## A

*Point out the prepositions in the following sentences, and tell what words they show a relation between. Tell also the kind of phrase each helps to form :*

1. He spoke below his breath.
2. Fond Memory brings the light of other days around me.
3. Medea by her spells cast a deep sleep upon the dragon.
4. The men passed slowly out of the room.
5. He roasted a leg of mutton on the spit.
6. Hardy pressed the end of the boat-hook against the gunwale.
7. The sound of the report rolled up the river.
8. The crowds on the bank rush along the shore.
9. They shouted at the top of their voices to those in the boat.
10. After the usual wait, he reappears in another part of the lake.
11. The horizon glowed at night with the red light of moving prairie fires.
12. I took him upon my back and carried him over the brook.
13. The wagon is ready for us.

## E

*Fill the blanks in the following sentences with suitable prepositions, and state between what parts of speech they show a relation :*

1. His heart melted — him.
2. The man would not go — his coat.
3. The ice — the pond is very thin.
4. It fell — the corner — the other end — the room.
5. He attacked them — regard — their numbers.
6. The arrow whistled — the air and lighted — the inner ring.



7. Look — yourself — the glass.
8. The greatest danger — rafts is — the rapids.
9. They formed — the narrow beach — the foot —  
the winding path.
10. We passed — a path — beautiful beds — flowers.

## DEFINITION

A preposition is used with a noun or pronoun to form a phrase, and shows the relation of this noun or pronoun to the word that the phrase modifies.

## CHAPTER XXV

## I. THE CONJUNCTION.

*Compare the uses of the italicized words in the following sentences :*

1. The men came *for* the horse.
2. The men came *because* they were sent.

Notice concerning these italicized words :

1. The word "for" in the first sentence relates the noun "horse" in a phrase to the word "came", and is therefore a preposition.

2. The word "because" in the second sentence introduces a subordinate clause and relates it to the word "came".

*In the following sentences point out the words that introduce and relate subordinate clauses :*

1. They had gone away before we arrived.
2. These are the same as you bought yesterday.
3. We told them that the boys had gone.
4. They play in the shed *because* the weather is cold.
5. They finished the work although it was very dark.

A word such as "before", "as", "that", "when", or "although", which joins and relates a subordinate clause to some word or phrase in another clause, is called a **conjunction** (Latin *conjungo*—I join together).

## EXERCISE 39

*Point out the conjunction in each of the following sentences, mentioning in each case the kind of clause it introduces.*

1. He completed the work as he had been directed.
2. The weather is colder than it was yesterday.
3. Why create regrets when there is no remedy?
4. I wished for the wings of an eagle that I might fly away to those happy seats.
5. I directed my sight as I was ordered.
6. He knew that Grey had been upset.
7. The nose of the St. Ambrose boat glides quietly up till it touches their stroke oar.
8. Turn to this great Northwest, whither my wandering steps are about to lead me.
9. I asked him why he sat so still.
10. I stooped that he might get off.
11. Squeers inquired whether he had anything to say for himself.

## EXERCISE 40 (REVIEW)

*Point out the prepositions and conjunctions in the following sentences, and state why you consider them such :*

1. Three corpses lay on the shining sands in the morning gleam as the tide went down.
2. I did not go because my foot was jammed in the well of the boat.
3. If it were pressed till it was hard it would not be unlike coal.
4. When ye pray, use not vain repetitions, as the heathen do.
5. Before I could think, the mighty mass of gristle leaped into the sunshine.
6. Although the whale was exceedingly vigorous, we wallowed close to him.
7. In a minute they showed us that our supposition was incorrect.
8. As the dusk gathered he grew afraid.
9. That it may acquit itself valiantly in real engagements, it will run these hazards in sham ones.
10. Their looks followed us in silence till we were out of sight.

## CHAPTER XXVI

II. THE CONJUNCTION—*continued*

*Classify the clauses, and examine the italicized words in the following sentences :*

1. John left the house *before* you came.
2. John was present *but* I did not see him.

Notice that the word "before" relates a subordinate clause, while the word "but" merely joins the independent clauses of a compound sentence. The word "but", therefore, does not show any relation between the clauses, since neither clause of a compound sentence tells anything about any part of the other. (See Chapter XIX).

*Point out any words in the following sentences which connect, but do not indicate any relation :*

1. The world of waters is our home and merry men are we.
2. Have the boys gone or are they in the yard ?
3. They came here after you left.
4. He called them but they made no reply.
5. They have not come nor have they sent us word.

Words such as "and", "or", "but", and "nor", which simply join together independent clauses, are also called **conjunctions**.

## EXERCISE 41 (REVIEW)

*Point out the conjunctions in the following sentences, and tell in each case whether the conjunction simply joins, or shows a relation, and why :*

1. He moved as he spoke, and the Dormouse followed him.
2. Try to eat him if you like, but you will tire yourself to no purpose.
3. The sentinel told me that he heard

voices from the river. 4. The boys ran quickly, yet they could not catch him. 5. Before I could prevent him, his hand was upon the door. 6. If this yeoman can cleave that rod, I give him the bucklers. 7. I had them at a dead bargain, or I should not have bought them. 8. Ere the man could slip in another cartridge, the beast was upon him. 9. Scrooge sat with his door wide open that he might see him come in. 10. Wealth will not bring happiness, nor will fame yield peace. 11. Talk not of grief till thou hast seen the tears of warlike men.

### III. CONJUNCTION—*continued*

*Examine the italicized connectives in the following sentences :*

1. John (came to school) *and* James came to school.
2. The waves of the sea *rose and* (the waves of the sea) fell.
3. We met Mary *or* (we met) Jane.

Notice concerning these connectives :

They are conjunctions joining together independent clauses.

We would naturally leave out the parts in brackets, when the connectives would join words, as follows :

*John and James* came to school.

The waves of the sea *rose and fell*.

We met *Mary or Jane*.

Notice further that the words joined by the conjunction are used in the same way in the sentence :

"John" and "James" are both subjects of "came".

"rose" and "fell" are both predicates of "waves".

"Mary" and "Jane" are both objects of "met".

Conjunctions may, therefore, join together words in a sentence. They do not, however, like the preposition, show any relation between these words, the words being both related to another word.

**NOTE:**—Two parts of a sentence joined by a conjunction and used in the same relation, are said to form a compound part.

Examples :

1. *John and James* came to school. Compound subject.
2. The waves of the sea *rose and fell*. Compound predicate.

#### EXERCISE 42

*Tell whether the italicized words in the following sentences are prepositions or conjunctions and why :*

1. Theirs was no hideous *or* unnatural rage.
2. The doe lifted her head *with* a quick motion.
3. It was the cry of a hound *to* the west.
4. The master never gave him apples *or* cakes.
5. He chanted a melody loud *and* sweet.
6. His hard heart melted *at* the sight.
7. His voice seemed hard *and* severe.
8. Guards *nor* warders challenge here.
9. My breath came *and* went.
10. Honour *and* shame from no condition rise.
11. The keeper came *under* the tree.
12. A new *and* stronger current of life flowed through him.
13. Kneeling slaves offered to the guests skewers *or* spits.
14. Play *by* me, bathe *in* me, mother *and* child.

#### IV. CONJUNCTION—continued

*Examine the conjunctions in the following sentences :*

1. The sun crosses the equator in March *and* (the sun crosses the equator) in September.
2. I told you that they were windmills, *and* (I told you) that nobody could think otherwise.

Notice concerning these connectives :

1. They are conjunctions joining together independent statements.
2. We would naturally omit the parts in brackets, when these conjunctions would respectively join to-

gether phrases and subordinate clauses used in the same way in the sentence.

The phrases "in March" and "in September" both modify "crosses".

The subordinate clauses "that they were windmills" and "that nobody could think otherwise" are both objects of "told".

We have now learned that conjunctions may relate a subordinate clause to some word or phrase in another clause ; or (2) may simply join together independent clauses ; or words, phrases, and subordinate clauses used in the same way in a sentence.

NOTE 1:—When two parts of a sentence are joined together, a conjunction is frequently placed before each part. Such double connectives are called **correlative conjunctions**.

Examples :

1. *Neither* James *nor* John went to school.
2. The waves of the sea *both* rose *and* fell.
3. I met *either* Mary *or* Jane.

NOTE 2:—Like the other parts of speech, a conjunction may take the form of a phrase.

Examples :

1. All doubts were dispelled, *as soon as* morning dawned.
2. I met Mary *as well as* Jane.

#### EXERCISE 43

*Point out the conjunctions in the following sentences, and tell whether they show relation or simply connect, and why :*

1. He passed by the town and out of the street.
2. My head aches so much that I cannot join the party.
3. You

know that you have deserved death and that you must prepare for it. 4. My peril was less than you may think. 5. They must stop here, since it is impossible to go further. 6. My cousin means well, but he presses over hard on the temper. 7. If I live and reign, these laws shall be improved. 8. Walter waited patiently until the queen had done. 9. My heart shall neither fail nor seduce me. 10. This severity appalled him as well as his followers. 11. As soon as the queen's passion gave an opportunity, he replied. 12. Wayland is calling for you, nor will he go to my lord till he sees you.

## DEFINITION

1. A conjunction is a word used to join words, phrases, or clauses used in the same way in a sentence ; or to relate a subordinate clause to some part of another clause.

## CHAPTER XXVII

## THE INTERJECTION

*Note carefully the entire subject and the entire predicate in each of the following sentences :*

1. Hurrah ! our club has won the game.
2. Ha ! laughest thou at my words ?

Here, as in Chapter VI, we discover elements—"Hurrah !" and "Ha !"—which do not form any part of the subject or predicate, but are added to the sentences to show the speaker's feeling in reference to the statements ; such words are called **interjections**.

*Point out the interjections in the following sentences :*

## EXERCISE 44

1. Pshaw ! I have forgotten my books.
2. Dear me ! these children are very late.
3. Alas ! work not so hard.
4. Ah me ! the poor child is very sick.

NOTE :—The speaker may also indicate his feeling in reference to the statement by the form of the sentence, for example :

How they will talk about it !  
What a good time we have had !

Such sentences are often described as interjectional or exclamatory sentences.

## CHAPTER XXVIII

### DIFFERENT GRAMMATICAL USES FOR THE SAME WORD

*Compare the uses of the italicized words in each of the following groups of sentences :*

1. *Iron* is heavy.
2. The *iron* wedge is broken.
3. They *iron* the clothes on Tuesday.
1. He came *before* I left.
2. He came *before* dinner.

Notice that the word "iron" is used above with three different grammatical values, being a noun in the first sentence, an adjective in the second, and a verb in the third.

In like manner, the word "before" is a conjunction in the first sentence and a preposition in the second. Thus we see that, by changing the use of any word in the sentence, we may also change its grammatical value. The grammatical value of any word depends, therefore, upon the way in which it is used in the sentence.

### EXERCISE 45

*State the part of speech of the italicized words in the following pairs of sentences :*

1. Put *this* on the desk. *This* book is torn.
2. I have a *better* pen. *This* pen writes *better*.



3. I gave them *equal* shares. My marbles *equal* yours.
4. The men walked *on*. Life is pleasant *on* a farm.
5. The *soil* is good. Children often *soil* their clothes.
6. He came *for* a book. Do not go, *for* the day is cold.
7. We had a good *play*. They *play* in this field.
8. He *looks* much better. His *looks* deceived us.
9. This is a *sound* tree. I heard a loud *sound*.
10. They *whip* up the horses. The *whip* is on the ground.

EXERCISE 46

1. *Compose sentences using each of the following words as a noun, and as a verb :*

bow, cost, paint, play, visit.

2. *Compose sentences using each of the following words as a pronoun, and as an adjective :*

each, other, some, this, what.

3. *Compose sentences using each of the following words as an adverb, and as a preposition :*

above, before, by, near, under, within.

CHAPTER XXIX

SUMMARY

We have now divided the various words composing sentences into seven classes, as follows : nouns, pronouns, verbs, adjectives, adverbs, prepositions, and conjunctions. These seven classes of words are usually spoken of as the seven **Parts of Speech**, because they are used in forming the various divisions of a sentence.

The seven parts of speech may be classified as follows :

1. The *three principal parts of speech*,—the Noun, the Pronoun, and the Verb.

These are called the principal parts of speech because they are used in forming the two essential parts of a sentence—subject and predicate.

2. The *two modifying parts of speech*,—the Adjective, and the Adverb.

These are called the modifying parts of speech because they are used to modify the meanings of other words.

3. The *two connecting parts of speech*,—the Preposition, and the Conjunction.

These are called the connecting parts of speech because they are used to join and relate words, phrases, and clauses.

#### DEFINITION

**The Parts of Speech are the classes into which words are divided according to their uses in the sentence.**

**NOTE:**—The interjection is not regarded as a part of speech, since it does not form a subdivision of either the subject or the predicate of a sentence.

#### EXERCISE 47 (REVIEW)

##### A.

*Classify all the words in the following sentences:*

1. On the south side of the strait is Labrador.
2. The wind rose again, and the boat drifted in toward the bank.
3. The captain looked grim but said nothing.
4. Of a tremendous depth are the waters of the straits.
5. The voice of the pale warrior is still sick.
6. He hurriedly dressed himself and obeyed.
7. Play by me, mother and child.
8. The hills and leafless forests slowly yield to the thick-driving snow.
9. Waves leap up in all directions, as the river hurls itself through some narrow gorge.
10. It expands as it rises, because the pressure of the air becomes less.

## B

*Analyze, by clauses, the following sentences. Point out the nouns, pronouns, and adjectives :*

When we entered the forest we saw a great number of apes of several sizes, who fled as soon as they perceived us.

When I found that he had left me, I turned again to the Vision which I had been contemplating, but I saw nothing but the long hollow valley of Bagdat.

## C

*Point out the adverbs, prepositions, and conjunctions in the following sentences :*

We waited and waited until an hour had passed, and then concluded that our friend was either dead or had gone out, as he gave no sign of his presence.

The years of my youth and hopes of my manhood are stored away in the vaults ; and I know that I shall find everything elegant, beautiful, and convenient when I come into possession.

I wandered into it at noontide, when a nature is particularly quiet, and was startled by the roar of my own gun, as it broke the Sabbath stillness around, and was prolonged and reverberated by the angry echoes. If ever I should wish for a retreat from the world and its distraction, I know of none more suitable than this little valley.

## D

*Give the grammatical values of the phrases and subordinate clauses in the following sentences :*

We made our best speed across the strip of wood that now divided us from the stockade ; and at every step we took the voices of the buccaneers rang nearer. Soon we heard their footsteps as they ran, and the cracking of the branches as they breasted across a bit of thicket.

## PART II

## CLASSIFICATION OF THE PARTS OF SPEECH

## CHAPTER XXX

## THE NOUN

In our study of the parts of speech, in Chapter X we learned that a noun is the name of some object, for example :

*John, book, Toronto, etc.*

Nouns also frequently name actions, or qualities, etc., for example :

*We heard a shout.*

*The talking of the children was tiresome.*

*Strength and beauty are admired.*

## EXERCISE 48

*Point out the nouns in the following sentences, and tell what is named by each :*

1. The misery of the man was great.
2. Famine is worse than the sword.
3. Our early walk gave us an appetite.
4. John did not like the taste of the apples.
5. The speed of the train was very great.
6. We heard the puff of the engine in the distance.
7. The sickness of the horse caused a delay.

## CLASSES OF NOUNS

## I. ACCORDING TO APPLICATION OF NAME

*Compare the extent to which each italicized noun in the following groups is used in naming objects :*

1. A *city* is represented by a small square.
2. *Toronto* is represented by a small square.
3. A *river* is shown by a dark line.
4. *Niagara* is shown by a dark line.

1. A boy broke it.
2. Roy broke it.

The nouns, "city", "river", and "boy" are applied in naming any one of a large number, or a whole class of objects, while the nouns "Toronto", "Niagara", and "Roy" are each used to name some particular object.

*Examine the nouns in the following sentences, and decide whether they are names common to a class of objects, or names of particular objects :*

1. Erie is a shallow lake.
2. Mary is playing with the other girls.
3. Milton was a famous poet.
4. Kitchener is a great general.
5. London is the largest city.

Nouns such as "lake", "girls", "poet", "general", and "city", which are names *common to a whole class* of similar objects, are called **common nouns**.

Nouns such as "Erie", "Mary", "Milton", "Kitchener", and "London", which name *particular* objects, are called **proper nouns**.

#### EXERCISE 49

*Classify the nouns in the following sentences as proper or common :*

1. The horses are in the barn.
2. Ontario is a leading province in Canada.
3. Edward led his army into France.
4. Harry is the first pupil in the class.
5. Berlin is the capital of Germany.
6. Your brother is a carpenter.
7. A flock of birds flew over the house.
8. Our friend William met a stranger near the bridge.
9. Ronald, kicking his foot free, caught the wolf under the jaw.

10. Britain shall triumph, her ships plough the sea.
11. Jason bore home with him Medea, the beautiful witch maiden, who became his bride.
12. Orpheus, upon the mighty shoulders of Jason the leader of the expedition, seized hold of the arm of the goddess.

## DEFINITIONS

1. A common noun is a name applied to any individual of a whole class of objects.

2. A proper noun is a name applied to a particular individual of a class to distinguish it from the other members of the same class.

NOTE:—A proper noun begins with a capital letter.

## II. ACCORDING TO SEX

*Examine the italicized nouns in the following groups, stating in each case the sex of the objects named :*

The *woman* carried the little *girl*.  
The *servant* carried the *child*.

The *lioness* attacked a *man*.  
The *animal* attacked a *spectator*.

The nouns, "woman", "girl", "lioness", and "man" denote that the objects named are male or female.

The nouns, "servant", "child", "animal", and "spectator", on the other hand, do not indicate whether the objects are male or female.

*Examine the nouns in the following sentences, and decide in each case whether the noun signifies that the object named belongs to a particular sex :*

1. Mother has a little bird.
2. James has a new book.
3. My friend saw your daughter

Nouns such as "mother", "James", or "daughter", which denote the sex of the object named, are called **gender-nouns**.

Nouns such as "bird", "book", or "friend", which do not denote or mark sex, are called **neuter nouns**.

*State the sex denoted by each of the following gender-nouns :*

1. My father saw the count.
2. My mother met the countess.
1. The duke went to the king.
2. The duchess came from the queen.

Nouns such as "father", "count", "duke", and "king", which denote male beings, are called **masculine gender-nouns**.

Nouns such as "mother", "countess", "duchess", and "queen", which denote female beings, are called **feminine gender-nouns**.

The distinction of gender-nouns as masculine nouns and feminine nouns, according to the sex of the object named, is called **gender**.

Nouns are, therefore, classified as follows :

- |       |   |                  |   |                            |
|-------|---|------------------|---|----------------------------|
| Nouns | { | 1. Gender-nouns. | { | 1. Masculine Gender-nouns. |
|       |   |                  |   | 2. Feminine Gender-nouns.  |
|       |   | 2. Neuter-nouns. |   |                            |

#### EXERCISE 50

*State the gender of each of the following nouns :*

Husband, heroine, baron, son, princess, niece, emperor, nun, Paul, man-servant, master, landlady, prophet, lass, sultan, girl.

## MODES OF SHOWING GENDER

*Note the manner in which sex is indicated in the following pairs of gender-nouns :*

1. boy, girl
2. king, queen
3. monk, nun
  
1. count, countess
2. hero, heroine
3. baron, baroness
  
1. he-goat, she-goat
2. gentleman, gentlewoman
3. landlord, landlady

From these examples we notice that a distinction of sex is indicated by gender-nouns in three different ways :

1. By the use of a different word for each gender-noun,—boy, girl, etc.
2. By deriving a feminine gender-noun from the masculine by means of an ending or suffix,—count, countess, etc.
3. By compounding "he" and "she", or a pair of gender-nouns with another word,—gentleman, gentlewoman, etc.

NOTE:—Some gender-nouns derived from other languages retain their foreign forms, for example :

*Masculine*

testator  
beau  
czar  
don

*Feminine*

testatrix  
belle  
czarina  
donna



## DEFINITIONS

1. A masculine noun is one that signifies that the object named is of the male sex.
2. A feminine noun is one that signifies that the object named is of the female sex.
3. A gender noun is one that signifies the sex of the object named.
4. Gender is a distinction between nouns to denote sex.
5. A neuter noun is one that does not denote sex.

## EXERCISE 51

Write out the gender-noun corresponding to each noun in exercise 50.

## CHAPTER XXXI

## THE VERB

## I. CLASSES ACCORDING TO MEANING

*Contrast the meaning expressed by the bare predicates or verbs in each of the following pairs of sentences, noting what each tells or describes about the person denoted by the subject :*

1. The girl *blushed*.
2. The girl *was* shy.
1. The man *slept*.
2. The man *seemed* awake.
1. I *heard* music.
2. I *am* a musician.

In the first sentence of each group, the verb "blushed", etc., describes the person denoted by the subject, by pointing out some action or state belonging thereto. The verb attributes blushing to the girl, or describes her as a blushing girl, etc.

In the second sentence of each group the verb "was", etc., does not describe or point out any attribute in the one denoted by the subject. This is done by the completion "shy", etc. The verb, therefore, merely joins the descriptive or attribute word "shy", etc., to the subject.

*Examine the verbs in the following sentences, and decide in each case whether the verb indicates some attribute in the one denoted by the subject, or whether it merely joins a descriptive word to the subject :*

1. The colony thrived for a long time.
2. At last the daylight came.
3. We are Frenchmen.
4. The sentries paced their weary rounds.
5. This man is a robber.
6. The next moment they were safe.

A verb used like "are", "is", or "were", to join a descriptive or modifying word to the subject, is called a copula verb.

*Compare also the nature of the actions asserted by the following pairs of verbs :*

1. The men *departed* on the next train.
2. The child *tore* her dress.
1. The boy *came* up slowly.
2. The boy *hit* the dog.

Here the first verb in each group, in attributing action to the person denoted by the subject, makes a complete assertion, while the second has an object, "dress", etc., to complete the verb's meaning.

*Examine the verbs in the following sentences, and state in each case whether the verb asserts an action which must be directed toward some object, or whether the verb asserts an action that does not go out to or involve any object :*

1. The boy struck the ball.
2. The sun arose in the east.
3. Smoke ascended from the chimney.
4. I received your letter.
5. They make hats from the skins.
6. Flowers bloom in the spring.

A verb, such as "struck", "received", or "make" above, which asserts an action as being directed toward some object, or which implies that something is being acted upon, is called a **transitive verb**.

A verb, such as "arose", "ascended", or "bloom", which asserts a state or action that is not directed toward any object or that does not involve any object, is called an **intransitive verb**.

Verbs may therefore be classified according to meaning as follows :

- |          |   |                        |
|----------|---|------------------------|
| Verbs... | { | 1. Copula Verbs.       |
|          |   | 2. Transitive Verbs.   |
|          |   | 3. Intransitive Verbs. |

#### EXERCISE 52

*Classify the verbs in the following exercise into copula verbs, transitive verbs, or intransitive verbs :*

1. The monkey was so funny.
2. The sparrow picked up a fine worm.
3. Hunger induced him to stretch his yellow neck.
4. The tortoise plodded on.
5. The little fellow seemed sleepy.
6. The men hurried on.
7. The front door opened with a bang.
8. Silvertop neither saw nor heard him.
9. The black bear is fond of honey.
10. The birds begin to sing again.
11. The room became very warm.
12. Down fell the cheese to the ground.
13. I did that when I was a boy.

## DEFINITIONS

1. A copula verb is one that does not attribute any action or state to the person or thing spoken of, but relates to the subject a modifying or attribute word called its completion.

2. A transitive verb is a verb that asserts an action which is directed toward an object.

3. An intransitive verb is a verb that denotes a state or action which involves only the person or thing signified by the subject.

## II. VERBAL NOUNS OR INFINITIVES

*Note carefully the grammatical values of the italicized words in the following sentences :*

1. Children *study* lessons.
2. *Studying* is hard work.
3. *Studying* lessons is hard work.

In the first sentence "lessons" is a noun object of the verb study. In the second sentence "studying" is a noun naming the thing spoken about. In the third sentence, however, this noun "studying," like the verb "study" in the first sentence, takes as an object "lessons."

*Compare in like manner the subjects in the following groups, noting especially the use of the italicized word in the second sentence of each :*

1. Playing delights boys.
2. Playing *games* delights boys.
1. Waiting is very tiresome.
2. Waiting *here* is very tiresome.
1. Reading is useful.
2. Reading *books* is useful.

Notice also concerning the words "Playing," "Reading", and "Waiting" :

1. They are nouns since they name the things spoken about.
2. They resemble verbs, since they may be followed by objects and modifiers.

*Point out any words in the following sentences, which partake of the nature of both a noun and a verb :*

1. Driving sheep is difficult.
2. He likes painting pictures.
3. He lives by mending shoes.
4. Saying a thing is not doing it.

Words such as "Driving," "painting," "mending," etc., which partake of the nature of both a noun and a verb, are called **verbal nouns** or **infinitives**.

*Note the uses of the italicized parts in the following groups :*

1. *Studying* is hard work.
2. *To study* is hard work.
3. *To study lessons* is hard work.
1. He dislikes *waiting*.
2. He dislikes *to wait*.
3. He dislikes to wait *here*.

Notice from these examples :

1. The verbal nouns or infinitives, "studying" and "waiting", may be changed to "to study" and "to wait."

2. "To study" and "to wait" are also infinitives partaking of the nature of a verb and of a noun, since they may be followed by objects and modifiers—and are at the same time used as nouns in the sentence.

## EXERCISE 53

## A

*Change the verbal nouns or infinitives in the following sentences to infinitives with "to" :*

1. Telling stories passes the time quickly.
2. I do not like travelling alone.
3. We intend going there to-morrow.
4. Seeing is believing.
5. Being praised pleases many.
6. He taught the children singing.
7. They like seeing the fire.
8. He purposes visiting us next week.
9. He began shouting at the top of his voice.

## B

*Point out the verbal nouns or infinitives in the following sentences, and give the relation of each :*

1. They have learned the proper method of interpreting this language.
2. We like to visit there.
3. Ploughing, fencing, sowing, and planting followed in quick succession.
4. Teach your sons to love it too.
5. They want to finish it before going to bed.
6. Tom was in fear of making a mistake.
7. I began to sing as I walked along.
8. Has the great chief forgotten to tell him ?
9. Not one attempted to quit his seat.
10. To throw away their hurdles was the work of an instant.
11. He did not choose to leave them to so wretched a death.
12. Thomas Moore began the play with knocking down the first man.
13. I should like to have a chance of seeing the hall before the crowd begins to come in.

## DEFINITION

**An infinitive is a word partaking of the nature of both a noun and a verb.**

III. INFINITIVES—*continued*

## OTHER USES

*Examine carefully the uses of the infinitives in the following sentences :*

1. John came *to cut* the wood.
2. We are ready *to do* this.
1. Here is a knife *to cut* it.
2. The time *to do* this had passed.

In the first group the infinitives "to cut" and "to do" respectively modify the verb "came" and the adjective "ready."

In the second group these infinitives respectively modify the nouns "knife" and "time."

Thus the infinitive with "to", like other phrases beginning with a preposition, may be used with the value of an *adverb* or an *adjective*.

## FORMS OF INFINITIVES

*Notice the forms of the infinitives in the following sentences :*

1. He likes *reading* stories.
2. He likes *to read* stories.
3. He likes to sit and (to) *read* stories.
4. He did nothing except (to) *read*.

Notice from these examples that there are three infinitive forms which are distinguished as follows :

1. The gerund . . . ending in *ing*, as—"reading."
2. The gerundial infinitive . . . with *to*, as—"to read".
3. The root infinitive . . . without *to*, as—"read".

NOTE:—The gerundial infinitive may be used as a noun, an adjective, or an adverb, for example :

He wanted *to see* them.

This is the time *to see* them.

He came *to see* them.

## EXERCISE 54

*Classify the infinitives in the following sentences, and state the grammatical value of each :*

1. I need to go, but you need not go.
2. He was sorry to sell the colt.
3. He replied in French by declaring that he had been sent to relieve the guard.
4. They decided to give him an opportunity of proving his statement.
5. He does nothing but talk.
6. I have a book to read.
7. He was able to return in the morning.
8. She made no effort to renew the conversation.
9. He dare not go.
10. What mean you by coming here at this time?
11. He did not have the courage to go up.
12. God did send me before you to preserve life.
13. I was glad to have the chance of helping them.
14. He had just time to reach a huge branch.

## IV. VERBAL ADJECTIVES OR PARTICIPLES

*Note carefully the uses of the italicized words in the following sentences :*

1. The men *chop* wood.
2. The men *chopping* are his brothers.
3. The men *chopping* wood are his brothers.

In the first sentence "wood" is a noun object of the verb "chop." In the second sentence "chopping" is an adjective modifying the noun "men." In the third sentence, we find this adjective, like the verb in the first sentence, taking an object "wood."

*Compare in like manner the subject modifiers in the following groups, noting the use of the italicized word in each :*

1. The boy *singing* is very tall.
2. The boy *singing* the song is very tall.
1. The money *paid* was correct.
2. The money *paid* the men was correct.



1. The book *given* was very beautiful.
2. The book given me *then* was very beautiful.

Notice also concerning the words "singing", "paid", and "given":

1. They are used as adjectives, since they modify the subject noun in each case.
2. They resemble verbs, since they may be followed by objects and modifiers.

Words such as "chopping," "singing", "paid", etc., which have the nature of both an adjective and a verb, are called **verbal adjectives** or **participles**.

#### EXERCISE 55

*Point out the participles or verbal adjectives in the following sentences, and tell what they modify :*

1. I passed a boy wearing an old coat.
2. They saw the fire blazing on the hearth.
3. The questions done by the girl are correct.
4. He caught the lad stealing apples.
5. Tiles, wrought into a mosaic, formed a pretty pavement.
6. Kneeling slaves offered to the honoured guests long skewers.
7. In front was a foe thirsting for revenge.
8. He saw the two great beasts gliding toward the door.
9. The female panther fell in a heap, snarling furiously and striking with her paws.
10. Mrs. Squeers, arrayed in a white topcoat and tied up in various shawls, issued forth in another chaise, taking with her another bludgeon.

#### DEFINITION

**A participle is a word partaking of the nature of both an adjective and a verb.**

#### V. CLASSES OF PARTICIPLES

*Compare the conditions of the action expressed by the participles in each of the following groups :*

1. The leaves *falling* from the trees hide it.  
The leaves *fallen* from the trees hide it.

2. A man *returning* from there told us.  
A man *returned* from there told us.
3. I see the men *ranging* along the walk.  
I see the men *ranged* along the walk.

Notice that the first participle in each group, "falling", "returning", and "ranging", represents the action expressed by the participle as going on or incomplete, while the second participle in each group, "fallen", "returned", and "ranged", represents the action as finished or complete.

A participle which represents an action or state as going on or incomplete, is called an **imperfect** participle.

A participle which represents an action or state as completed is called a **perfect** participle.

Participles are therefore classified as follows :

1. Imperfect participles :—falling, giving, loving, etc.
2. Perfect participles :—fallen, given, loved, etc.

From our previous work we have learned that both infinitives and participles may end in "ing."

Examples :

1. *Standing* is tiresome....Verbal noun or gerund.
2. The boy *standing* is ill....Verbal adjective or imperfect participle.

#### EXERCISE 56

*Classify the infinitives and participles in the following :*

1. A heron, fishing for his breakfast, hears them and spreading his wings, flies upward.
2. He saw bones scattered about.
3. The Hatter opened his eyes on hearing this.
4. They have begun asking riddles.
5. Alice took an interest in questions of eating and drinking.
6. The hunted doe went down, clearing the fences, flying along the stony path.
7. The course decided on was likely to succeed.
8. I could feel the rope slipping off.
9. He

began gently shifting it. 10. A point once yielded them is never recovered. 11. Thou art as expert in inflicting wounds as Hakim is in curing them. 12. Getting up from the chair, Mary began playing with the dog. 13. Occasionally we see a fox emerge from his lair.

NOTE:—Like ordinary verbs, infinitives and participles may be classified as copula, transitive, or intransitive, for example :

## INFINITIVES

1. He wants *to be* good.....Copula.
2. He wants *to see* you.....Transitive.
3. He wants *to depart*.....Intransitive.

## PARTICIPLES

1. They forgot about the night *being* cold....Copula.
2. I found the boy *gathering* apples....Transitive.
3. Do you know the boy *going* out....Intransitive.

## CHAPTER XXXII

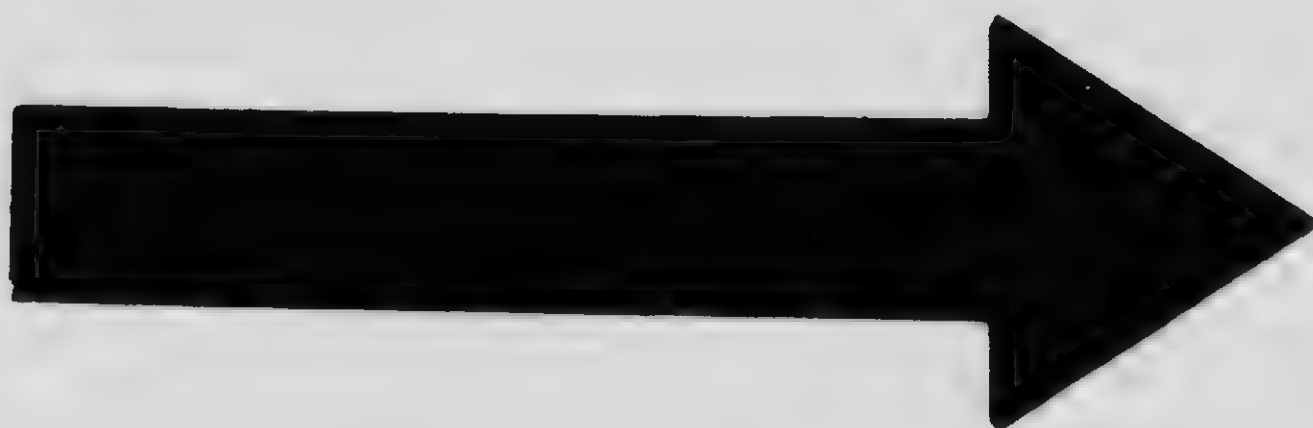
## THE PRONOUN

## I. CLASSES ACCORDING TO PERSON

*Examine carefully the forms and meanings of the subject pronouns in the following, noting especially in each case the relation of the speaker to the one denoted by the subject :*

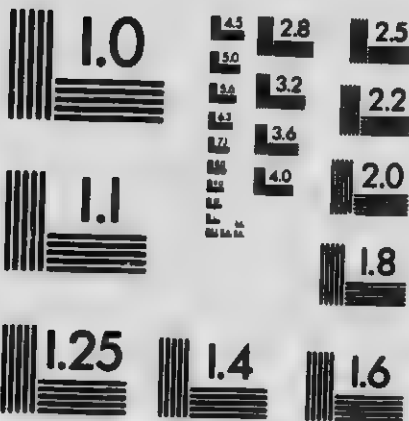
1. *I*, the king, must govern justly.
2. *Thou*, the king, must govern justly.
3. *He*, the king, must govern justly.

In these sentences the three pronoun forms, "I", "Thou", and "He". each refer to "king".



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Notice further concerning these pronouns :

1. When the pronoun "I" stands for "king", the king is represented as speaking.
2. When the pronoun "thou" stands for "king", the king is represented as being spoken to.
3. When the pronoun "He" stands for "king", the king is represented as being spoken about.

The pronouns, "I", "Thou", and "He", therefore, denote respectively the person speaking, the person spoken to, and the person spoken about.

*Examine the pronouns in the following sentences, and decide in each case whether the pronoun denotes the speaker, the person spoken to, or the person or thing spoken about :*

1. Mirzah, *I* have heard *thee*.
2. Tom, *your* horse is a beauty. Will you let *me* have a ride on *her* ?
3. The boys were here, but *we* did not see *them*.
4. John saw Mary but *she* did not know *him*.

A pronoun such as "I", "me", or "we", which represents the speaker, is called a pronoun of the **first person**.

A pronoun such as "thou", "thee", "your", or "you", which represents the person spoken to, is called a pronoun of the **second person**.

A pronoun such as "he", "her", "them", or "him", which represents the person or thing spoken of, is called a pronoun of the **third person**.

NOTE :—In nouns there is no such distinction of person as in pronouns, though a noun may be in any one of the three persons, as "king" in the above examples.

## EXERCISE 57

*Give the person of each pronoun in the following sentences :*

1. William gave me the knife.
2. Fair youth, you are going to torment, for he who met you is a robber.
3. Thou oughtest therefore to have put my money to the exchangers.
4. I, the Lord, have spoken it.
5. The logs make a dam, and this stops the water.
6. I watch continually as they attack the birds.
7. Trust thou in the Lord and He will guide thee.
8. Leave me, comrades, here I drop.
9. If we reverse a germinating seed, the root and stem will twist round of themselves.
10. When the wolves next reach us, I will jump down.
11. Nearer and nearer came the hills as we approached.
12. Who has a knife that will cut this ?

## DEFINITIONS

1. A pronoun of the first person is one that denotes the speaker.
2. A pronoun of the second person is one that denotes the person spoken to, or the person addressed.
3. A pronoun of the third person is one that denotes the person or thing spoken of.
4. Person is a distinction in pronouns to show whether they represent the speaker, the person spoken to, or the person or thing spoken of.

Pronouns denoting the speaker, or the person spoken to are called **personal** pronouns.

Pronouns of the third person are divided into further classes on account of certain special peculiarities which they possess.

*Compare the pronouns of the third person in the following groups of sentences, noting carefully how each refers to the person or thing indicated :*

1. *This* is a clever student.
2. *Who* is a clever student ?
3. *Anybody* may be a clever student.
  
1. *That* is to be taken.
2. *Which* is to be taken ?
3. *Something* is to be taken.

We notice that these pronouns all stand for some person or thing being spoken about, but in quite different ways.

1. The words "This" and "That" each point out or call attention definitely to the person or thing indicated.
2. The words "Which" and "Who" introduce questions about some person or thing to which they refer.
3. The words "Anybody" and "Something" refer indefinitely to some person or thing spoken about.

*In the following sentences, name the pronouns which (1) definitely point out objects, (2) introduce questions about objects, (3) refer indefinitely to objects :*

1. Who said another would be better ?
2. What did the boy do to it ?
3. Which gave John this ?
4. Any of those would be better than these.
5. Those belong to somebody.

1. Pronouns such as "it", "this", "these", and "those", which definitely point out or call attention to the objects for which they stand, are called **demonstrative** pronouns (Latin *demonstro*, I point out).

2. Pronouns such as "who", "what", and "which", which introduce questions about the objects to which they refer, are called **interrogative** pronouns.



3. Pronouns such as "any", "another", and "somebody", which refer indefinitely to the objects denoted by them, are called **indefinite** pronouns.

NOTE:—Only pronouns of the first and second persons will be spoken of as *personal* pronouns, those of the third person being classified according to their special peculiarities.

Pronouns may, therefore, be classified as follows :

1. Personal pronouns—I, me, we, us, thou, thee, you.
2. Demonstrative pronouns—he, she, it, they, this, that, etc.
3. Interrogative pronouns—who, which, what.
4. Indefinite pronouns—some, any, something, anything, anybody, etc.

#### EXERCISE 58

*Classify the pronouns in the following sentences :*

1. Whom did you see
2. Did the man who passed us have any ?
3. What shall I do with him ?
4. We have the books with us.
5. Thou saidst : "Bring him down unto me".
6. I hurt myself yesterday.
7. Those are very thick walls.
8. These and others have learned this.
9. A comrade that was free relieved him.
10. That helps nobody.
11. These watched the flanks and would not permit any to straggle.
12. This is not Mr. Toil, but a brother.
13. Something I would fain attempt.
14. Who are you ? We are Frenchmen come to bring you help.
15. "Everybody said", quoth he, "it was a famous victory."

In addition to the above classes of pure pronouns, there are two classes of words which are partly pronominal.

## II. THE CONJUNCTIVE PRONOUN

*In each of the following sentences, (1) state the relation of the subordinate clause noting the value of the italicized word, (2) analyze the clause noting the value of the italicized word :*

1. I called a man *who* stood by the gate.
2. They shot the dog *which* bit the little girl.

Notice concerning these italicized words :

1. They are *conjunctions*, since they each connect a subordinate clause with some part of another clause.
2. They are *pronouns*, since they stand for the same objects as "man" and "dog" without naming them, and are used as subjects of "stood" and "bit" respectively.

*Point out in the following sentences the words which do the work of both a conjunction and a pronoun :*

1. They were caught in a gale *which* swept them six hundred miles.
2. She heard a noise *that* chilled her heart.
3. This is the boy *whom* we met yesterday.
4. He has left a name *which* is our pride.

Words such as "who", "which", "that", and "whom", when used with the value of both a conjunction and a pronoun, are called **conjunctive pronouns**.

NOTE:—A conjunctive pronoun may be of any person, for example :

1. I, *who* saw it, knew better. . . . First person.
2. You, *who* saw it, knew better. . . Second person.
3. He, *who* saw it, knew better. . . . Third person.

## EXERCISE 59

*Point out the conjunctive pronouns in the following sentences, and explain why they are both pronouns and conjunctions :*

1. The snow, which never thaws, forms a safe protection.
2. These are the mansions of good men who are distributed among the islands.
3. We gave it to a boy whom we met.
4. There was the great basin of the Nile that received every drop of water that drained from Central Africa.
5. The man took what was given him.
6. Many of those who had outraged him now crouched at his feet.
7. De Vaux, who was in attendance, removed the riding cloak which Richard wore.
8. Jessie, who had again sunk on the ground, sprang to her feet.
9. Have they sold the prize turkey that was hanging up there?
10. Give it to the man whom I send.
11. Nickleby cried "Stop" ! in a voice that made the rafters ring.

## DEFINITION

A conjunctive pronoun is a word partaking of the nature of both a pronoun and a conjunction.

## III. THE PRONOMINAL ADJECTIVE

*Notice carefully the grammatical values of the italicized words in the following sentences :*

1. William said: "This is *my* book."
2. John gave me *his* book.
3. Mary sent *her* book.

Notice concerning the italicized words "*my*", "*his*" and "*her*" :

1. They are *pronouns* since they denote certain persons without naming them.
2. They are *adjectives* since they modify nouns.

*In the following sentences point out any words that are used both as pronouns and as adjectives :*

1. The men brought their guns.
2. The girls said to the boys : "Our books are on your desks".
3. The rat lost its tail in the trap.

Such words as "their", "Our", "your", "its", etc., which have the value of both a pronoun and an adjective, are usually called **pronominal adjectives**.

#### EXERCISE 60

*Point out the pronominal adjectives in the following sentences :*

1. Mary told John that his dog had bitten her brother.
2. The man had his eyes bent on my father.
3. I wish you would dispense with my reply to your question.
4. The tribe was confined to its district.
5. The old servants shook their heads at his proposal.
6. The sloop fired upon the chase from her bows.
7. We love our brothers and we deserve their love.
8. Thy power hath blest me.
9. He met his tenants during their retreat from his property.
10. His steps are not upon thy paths.

#### DEFINITION

**A pronominal adjective is a word partaking of the nature of both an adjective and a pronoun.**

**NOTE :—**Like ordinary pronouns, the pronominal adjectives may be classified as personal, demonstrative, interrogative, etc.

#### Examples:

1. Here is *her* book. . . . . Demonstrative.
2. Here is *my* book. . . . . Personal.
3. *Whose* book was taken ? . . Interrogative.
4. Here is the boy *whose* hat was lost . . . Con-junctive.

## EXERCISE 61 (REVIEW)

*Classify fully the nouns, verbs, and pronouns in the following exercise, giving reasons in each case :*

1. I brought him home in his nest.
2. We met a man who desired to borrow twenty pounds upon these.
3. I embarked in a vessel that happily arrived at Bus-sorah.
4. Be smart when I give the word.
5. Joseph made himself known unto his brethren.
6. "See how they run!" one of the officers exclaimed.
7. What have we here ?
8. This is the man whose house we occupy.
9. Columbus, standing on the fore-castle, observed a light in the distance and pointed it out to Pedro.
10. As she spoke, Moses came slowly on foot, sweating under the deal box.
11. "Who cried stop?" asked Squeers, turning savagely round.

## CHAPTER XXXIII.

## CLASSES OF ADJECTIVES

## I. ACCORDING TO MEANING

*Compare the ideas denoted by the italicized adjectives in group (1) with those denoted by the adjectives in group (2), ('', etc., in reference to the modified objects :*

1. The *blue* chalk is all gone.  
A *large* bird flew by.  
Some *sweet* apples were brought.
2. *Three* boys passed by.  
*Five* dollars was paid for it.  
The *fourth* girl was late.

3. *This* man is very old.  
*These* books are yours.  
*Yonder* house is large.  
*Such* men are not to be trusted.
4. *Which* pen do you want ?  
*What* man told you ?
5. *Some* men think so.  
*Any* boy could do that.  
*Each* warrior carried a shield.

Adjectives are divided into five classes according to differences in the ideas they signify, as follows :

1. Adjectives which attribute some quality to the object denoted by the noun or pronoun which they modify. Such adjectives are called **qualifying** adjectives.

Examples : blue, sick, brave, good, careful, heavy, etc.

2. Adjectives which attribute a definite number or order to the objects denoted by the noun. These are called **numeral** adjectives.

Examples : one, two, three, etc. ; first, second, third, etc.

3. Adjectives which limit the application of the noun to certain objects to which they direct our attention. These, like the corresponding pronouns, are called **demonstrative** adjectives.

Examples : this, that, such, you, yonder.

4. Adjectives which introduce questions in relation to the objects denoted by the nouns which they modify. Like the corresponding pronouns, these are called **interrogative** adjectives.

Examples : which, what, whose.

5. Adjectives which, like the corresponding pronouns, refer indefinitely to the objects denoted by the noun. These are called **indefinite** adjectives, as—some, any, etc.

In addition to the above, two adjectives "a" or "an" and "the" are usually placed in a separate class. "A" is really a weakened numeral from *one*, and "the", a weakened demonstrative from *that*. On account of their weakened meaning, however, they are classified as **articles**.

**NOTE:**—Besides the above classes of pure adjectives, we have also met two classes of words, which are partly adjectival in nature, as follows :

1. Verbal adjectives. (See Chapter XXXI.)
2. Pronominal adjectives. (See Chapter XXXII.)

#### EXERCISE 62

*Classify (according to meaning) the adjectives in the following sentences :*

1. I will add to it twenty nobles.
2. In those days the skill of each marksman was known for many miles.
3. A loud shout attested the interest taken by the spectators.
4. With two old men she took charge of the fort.
5. Then came foreign soldiers in bright armour and gay vestments, bearing halberds.
6. The boy, mindful of his orders, did not wait.
7. His free, regular footprints are all about.
8. The blind man thankfully partook of his young friend's cakes.

#### II. ACCORDING TO FORM

Many adjectives which denote qualities that may vary are classified according to their forms.

*Compare the forms of the italicized adjectives in each of the following groups of sentences, noting what each adjective implies concerning the object named by the noun :*

1. I have a *small* book.  
I have a *smaller* book than that.  
I have the *smallest* book of the three.
2. This is a *rich* man.  
This is a *richer* man than the other.  
This is the *richest* man in the city.
3. My book is *large* but it is *smaller* than yours.  
His book is *small* but it is *larger* than hers.

Adjectives such as "small", "rich", and "large", whose forms denote that an object actually possesses a certain quality, are said to be of the **positive form** or **positive degree**.

Adjectives such as "smaller", "richer", and "larger", whose forms denote that an object possesses, in relation to another object, more of the quality, are said to be of the **comparative form** or **comparative degree**.

Adjectives such as "smallest" and "richest", whose forms denote that an object—in relation to two or more other objects—possesses the highest degree of the quality, are said to be of the **superlative form** or **superlative degree**.

Note carefully that only adjectives of the positive form denote the actual possession of any quality. A *poor* man might be richer than another, or the richest among several, yet he would not be spoken of as a *rich* man. An adjective of the comparative or superlative form, therefore, implies only that the object has the quality when compared with others.



## MODES OF DENOTING COMPARISON

*Compare the modes of denoting the various degrees in the following sentences:*

1. He has a light load.  
I have a lighter load than that.  
This is the lightest load of all.
2. John is a cautious boy.  
John is more cautious than his brother.  
John is the most cautious boy in the class.
3. John is a good boy.  
Harry is a better boy than James.  
William is the best boy in the class.

Comparative and superlative adjectives may be formed in three different ways:

1. Derived from positive adjectives by addition of *er* and *est*. This is called **regular comparison**.
2. By adding adverbs (more and most, less and least) to the positive. This is called **phrasal comparison**. Adjectives of more than one syllable usually follow this mode of comparison.
3. By use of different words for different degrees. This is known as **irregular comparison**.

The following is a list of common irregular forms:

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
good	better	best
bad, evil or ill	worse	worst
much, many	more	most
little	less	least

**NOTE** :—Since many adjectives signify qualities and conditions which do not admit of variation, there are no adjectives corresponding to them in the other degrees.

**Examples** : Canadian, daily, round, square, third, this, wooden.

## EXERCISE 63

## A

*Give the other degrees of comparison of the following adjectives :*

Able, brave, best, careful, dearer, deep, dull, earlier, gigantic, happier, holy, honest, less, liberate, lucky, mean, safer, true, violent.

## B

*Compare, where possible, the adjectives in the following sentences :*

1. I said an elder brother, not a better.
2. So doth the greater glory dim the less.
3. His utmost efforts were fruitless.
4. The younger girl is the better student.
5. She is the most industrious child in the class.
6. This is a perfect map.
7. The room is less noisy than it was.
8. The sun pours on the fair earth his quiet smile,—  
the sweetest of the year.
9. I see a huge valley, and a prodigious tide of water.
10. Instead of the rolling tide, the arched bridge, and  
the happy islands, I saw the long, hollow valley of  
Bagdat.

## CHAPTER XXXIV

## THE ADVERB

An Adverb, as was seen in Chapter XVII, is a word which modifies the meaning of a verb, adjective, or other adverb, for example :

The boy ran *quickly*.

Where do you live ?

This is *very* heavy.

How heavy is it ?

He came *very* slowly.

Notice that some adverbs, in addition to modifying a verb, adjective, or adverb, may also introduce an interrogative sentence, as "Where" and "How" in the above examples. Such adverbs are usually called **interrogative adverbs**.

### I. CLASSES OF ADVERBS

*Compare the meanings of the adverbs in group (1) with the meanings of those in group (2) etc. :*

1. They are going *now*.  
He was here *yesterday*.  
*When* are you going ?
2. Our friend lives *here*.  
The dog came *near*.  
*Where* are you working ?
3. These children play *quietly*.  
This pupil studies *well*.  
*How* are you going ?
4. They are talking *less*.  
Our friend is *very* sick.  
He travels *much*.
5. *Why* are you going ?  
*Wherefore* did they laugh ?  
This, *therefore*, is false.

Notice from the above examples that adverbs may be classified according to their meanings, as follows :

Adverbs of :	{	Time. Place. Manner. Degree or Quantity. Cause or Reason.
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## EXERCISE 64

*Classify the adverbs in the following sentences :*

1. I am now much better.
2. A thousand hearts beat happily.
3. The child has almost recovered.
4. His heart more truly knew that sound too well.
5. Shortly afterwards, Mrs. Squeers issued forth.
6. Stop here, or gently pass !
7. He went on therefore at his leisure.
8. He brought it immediately.
9. I was treated well there.
10. Where did you put the axe ?
11. Whence do these streams derive their water ?
12. How goes the day with us ?
13. Henceforth we shall do differently.
14. Whence comes the rain ?
15. How inquisitive you are !
16. The weather is somewhat colder.
17. The rock was unpleasantly near.
18. Our langour was temporarily dispelled.

In addition to the above classes of pure adverbs, we have yet to consider a class of words partly adverbial.

## II. CONJUNCTIVE ADVERBS

*In each of the following sentences, (1) state the relation of the subordinate clause noting the value of the italicized word, (2) analyze the clause noting the value of the italicized word :*

1. The apple lies *where* it fell.
2. The boys ran *when* the man shouted.

We notice concerning these italicized words :

1. They are *conjunctions*, since they each relate a subordinate clause to some part—"lies", "ran"—of another clause.

2. They are *adverbs*, since they modify the verbs "fell" and "shouted", respectively, in the subordinate clause.

*Examine in like manner the uses of the italicized words in the following sentences :*

1. The man was absent ; *therefore* we went home.
2. The boy seemed honest ; *consequently* we trusted him.

Notice also concerning these italicized words :

1. They are *conjunctions* since they join together independent statements.
2. They are *adverbs*, since they modify the verbs "went" and "trusted", respectively.

*In the following sentences point out any words having the value of both a conjunction and an adverb :*

1. We passed a garden wherein a fountain was playing.
2. The men followed whithersoever the child went.
3. He waited for John ; hence he was late.

Words such as "where", "therefore", "wherein", etc., when used with the value of both a conjunction and an adverb, are called **conjunctive adverbs**.

NOTE :—Notice that conjunctive adverbs may be classified in the same way as adverbs :

"Where"—place, "when"—time, etc.

#### EXERCISE 65

*Classify the conjunctive adverbs in the following sentences :*

1. They cut down the gunners where they stood.
2. We came to a small tree whereon we found a few nuts.
3. I see the place whither they entered.
4. The boy did not like to try ; however he could not remain there.

5. He had gone only a short distance when he overtook a man.
6. This looked alluring ; so I headed the boat for it.
7. Romola had known sorrows when life was young.
8. I do not know how we kept afloat.
9. Death, whenever he comes to me, shall come on the wide unbounded sea.
10. We did not know whence the noise came.
11. When I first knew him, he never thought of doing wrong.
12. They build little nests wherein they lay their eggs.
13. They had not gone far when they passed by a field where some haymakers were at work.

#### DEFINITION

**A conjunctive adverb is a word having the value of both a conjunction and an adverb.**

#### EXERCISE 66 (REVIEW)

*Classify the adjectives and the adverbs in the following exercise :*

1. I never was on the dull, tame shore, but I loved the great sea more and more.
2. With a slow and noiseless footstep comes the messenger divine.
3. The Soldan stood resting his weight upon his left foot, which was slightly advanced.
4. Then came foreign soldiers in bright armour and gay vestments bearing spurs and halberds, setting up their tents, and presently taking them down again.
5. He lingered on in restless anxiety, picturing a thousand possibilities, until the evening of the next day, when Squeers returned alone and unsuccessful.
6. Again it filled that immense cave with its thunderous reverberations.

CHAPTER XXXV

THE CONJUNCTION

I. CLASSES OF CONJUNCTIONS

As seen in Chapters XXV—VI a conjunction may connect independent statements, and words, phrases, and clauses used with the same grammatical value in the sentence ; or it may relate a subordinate clause to some part of another clause, for example :

Connecting: He called them *but* they made no reply.  
John *and* James were there.  
Do you live in the country *or* in the city ?  
The house where he was born *and* in which  
he died may still be seen.

Relating: I went *before* he came.  
Men will reap *as* they sow.

1. A conjunction that merely *connects* independent statements, or words, phrases, and clauses used with the same grammatical value in a sentence, is called a **co-ordinate** conjunction.

2. A conjunction that *relates* a subordinate clause to another part of a complex sentence is called a **sub-ordinate** conjunction.

We have already learned that conjunctions used in pairs to connect co-ordinate parts of a sentence, are called **correlative** conjunctions, for example :

I met *both* Mary *and* Jane.  
*Neither* James *nor* John was there.

NOTE:—We have also learned that certain words are partly conjunctive.

## 1. Conjunctive Pronouns. (See Chapter XXXII.)

Example : I saw a field *that* was full of cowslips.

## 2. Conjunctive Adverbs. (See Chapter XXXIV.)

Examples : I will send it *when* he arrives. Tom shook his head ; *so* they only followed.

## EXERCISE 67

*Classify the conjunctions, and conjunctive words and phrases in the following sentences :*

1. He is constantly giving food to men and animals.
2. You received my glove, and my champion must encounter your lance in the lists.
3. I will describe to you as well as I can what passes without.
4. Her eye kindled, although the blood fled from her cheeks.
5. Neither you nor any one can save her.
6. When he is alone he is quiet ; but when he and Harry get together they make work.
7. From the speeches of these men who are my warders, I learn that I am a prisoner.
8. They will snap the strongest timbers as if they were pipe stems.
9. He is more dangerous than his father or mother.
10. The glow of the fire was upon the landlord's bald head, and upon his twinkling eye, and upon his watering mouth.
11. He was foot-sore as well as hungry.
12. On it hung a bundle of such necessities as he had purchased in town that morning.
13. As soon as I saw the lieutenant I saluted him.
14. I was composed enough to remember that help could not be far away, and that my rescue was but a question of a few minutes.

## DEFINITION

A co-ordinate conjunction is one that connects independent sentences, or words, phrases, and clauses used in the same relation in the sentence.

A subordinate conjunction is one that relates a subordinate clause to some part of another clause.



## EXERCISE 68 (REVIEW)

## A

Classify, as fully as you can, the italicised words in the following exercise :

1. *Everything* about her was neat.
2. *Whence* comes the rain *which* forms the mountain streams ?
3. I have so much property *there* that I could not neglect it.
4. I hired divers, *who* brought me up some that were very large and pure.
5. *When* a wind laden with moisture strikes against a mountain it flows up its side.
6. *Who* is this reclining here ?
7. *Alas*, this is unto me a full heavy sight.
8. He never thought of doing *anything* cruel or base.
9. *Here* we met another man, very well dressed, who desired to borrow twenty pounds upon these.

## B

Point out the infinitives and the participles in the following exercise, giving the value and relation of each :

"I have come to bring you home," said the child, clasping her tiny hands, and bending down to laugh.

Finding that my first seed did not grow, I sought a moister piece of ground to make another trial, and sowed the rest of my seed in February ; and this having the rainy months to water it, yielded a very good crop. But not daring to sow all that I had, I had but a small quantity at last.

Awaking and sitting up in bed to get his thoughts together, Scrooge felt that he was restored to consciousness for the especial purpose of holding a conference with the second messenger despatched to him. But, finding that he turned uncomfortably cold when he began to wonder which of his curtains this new spectre would draw back, he put them aside with his own hands.

## C

*Analyze, by clauses, the following sentences, and classify the pronouns :*

Before I draw nearer to that stone to which you point, answer me one question. Are these the shadows of the things that will be, or are they the shadows of the things that may be ? The Ghost pointed downward to the grave by which it stood.

When she saw her formidable rival, she began to think of confessing that she was a woman ; but she was relieved from her terror by a stranger that was passing by, who made up to them as if he had long known her.

## PART III

## INFLECTION

## CHAPTER XXXVI

*In the following pairs of sentences, compare carefully the uses of the italicized words in each group, noting especially why there is a difference of form in the words :*

1. They *sing* very sweetly.
2. The *singer* was well trained.

1. The *book* fell to the floor.
2. The *books* fell to the floor.

In group one, "sing" is a verb, while "singer" is a noun. By the addition of *er* to the verb *sing*, we have in the second sentence a new word, "singer," with quite a different meaning.

In the second group, since both "book" and "books" name the same kind of object, the adding of *s* to *book* does not give us a new word, but merely another form of the same word with a slightly changed meaning.

*Compare in like manner the italicized words in each of the following groups :*

1. We admire the *king*.
2. We admire the *kingdom*.

1. *John* came yesterday.
2. *John's* book was lost.

Here also in the first group, although both words are nouns, the adding of *dom* to *king* in the second sentence gives a new word, naming a different object from that named by the noun "king."

In the second group, on the other hand, we have again merely two forms of the same word, since " John " and " John's " are both used to name the same person.

*Examine the italicized words in the following groups, and decide in each case whether the change of form gives a new word or another form of the same word :*

1. The *paint* is near the door.
2. The *painter* is near the doors.
1. The soldiers *stand* near the count.
2. The soldiers *stood* near the countess.
1. They *live* honestly.
2. He *lives* dishonestly.

When the form of a word is changed to give a new word with a different meaning, the change is called **derivation**, and the new word is said to be derived from the other, as *kingdom* from *king*; *painter* from *paint*; *countess* from *count*, etc.

When the form of a word is changed to give not a new word, but only another form of the same word with a slightly modified use, this change is called **inflection**, and the word is said to be inflected or changed in form, as *door*, *doors*; *stand*, *stood*; *live*, *lives*; etc.

#### EXERCISE 69

*Point out any inflected words in the following sentences, and give in each case the simple form of the word :*

1. The men waited with the oxen.
2. The boy sees the birds.
3. This word is a noun, but these words are verbs.
4. Knights and ladies reined in the horses and watched.
5. Beneath the foeman's frown, he stands in Elgin's place.

6. There are rivers whose currents carry the record of their muddy progress.
7. Round cakes, piously marked with a cross, piled the tables, on which pastry of various kinds also appeared.

## CHAPTER XXXVII

## NUMBER IN NOUNS AND PRONOUNS

*Compare the forms and meanings of the italicised nouns and pronouns in the following pairs of sentences :*

1. The boy had a *pen*.
2. The boys had *pens*.
1. *This* pleased the girl.
2. *These* pleased the girls.

In these sentences there are four inflected words, each having two forms. The simple forms "boy", "pen", "This", and "girl" each stand for one object ; the inflected forms "boys", "pens", "These", and "girls" each stand for more than one.

*Examine each noun and pronoun in the following, and decide whether it denotes one object or more than one :*

1. She saw a boy standing by a tree with a raised rifle.
2. Among them were horses no bigger than foxes.
3. He saw the great beasts, heads down and snouts thrust forward, gliding toward the door.

The form of a noun or pronoun which denotes one object is called the **singular number**, as "She", "boy", "tree", "rifle", etc.

The form of a noun or pronoun which denotes more than one is called the **plural number**, as "them", "horses", "foxes", "beasts", etc.

The change of form which nouns and pronouns undergo to denote one or more than one, is called **number**.

**NOTE 1:**—In certain nouns the singular form denotes, not one object, but a collection of objects.

Example : I saw one *flock* on Monday and several *flocks* on Tuesday.

Here the singular form "flock" denotes one collection of objects, and the plural form "flocks" more than one collection of objects.

Such nouns are called **collective nouns**.

**NOTE 2:**—A few nouns and pronouns do not undergo any change in form to indicate number, as :

1. He caught a *fish*..... Singular.
2. He caught several *fish*..... Plural
1. I see the man *who* met us..... Singular
2. I see the men *who* met us..... Plural

Here the number of the italicized noun or pronoun must be decided by the meaning of the sentence.

#### EXERCISE 70

*Examines the form of each noun and pronoun in the following sentences, and tell whether it is singular or plural:*

1. "Mirzah", said he, "I have heard thee."
2. "Are they really crickets?" said the child.
3. Thou art even as Pharaoh.
4. The Genius told me that I had dwelt enough upon it.
5. She saw Tom and Lucy with an empty chair between them.
6. "Give us a song," the soldiers cried.
7. The elders of the city come to the field to behold the exercises.
8. The brute fell with a howl under the feet of the colt.
9. The great tree said to the children: "You are getting sleepy."

## DEFINITIONS

1. The singular number is the form of a noun or pronoun which is used to denote one object.
2. The plural number is the form of a noun or pronoun which is used to denote more than one.
3. Number is a variation in the form of nouns and pronouns to show whether they denote one or more than one.

## THE FORMATION OF PLURALS IN NOUNS

*Compare the various ways by which the following plurals are formed from the singular :*

1. pen, pens ; pencil, pencils ; box, boxes.
2. man, men ; foot, feet ; tooth, teeth.
3. ox, oxen ; child, children.

We notice that there are three general modes of forming the plurals of nouns :

1. By adding "s" or "es" to the singular.
2. By changing the vowel sound of the singular.
3. By adding "en" to the singular.

NOTE:—Most nouns in English form their plurals by adding "s" to the singular.

## PLURALS IN "S" AND "ES"

*Note the plural sign in each of the following nouns, and also the final sound of the singular :*

miss, misses ; brush, brushes ; trench, trenches ;  
fox, foxes ; prize, prizes.

A noun whose singular ends in an "s" sound forms its plural by adding "es" to the singular.

## NOUNS IN "O"

*Examine also the following plural formations :*

1. banjo, banjos ; piano, pianos ; dynamo, dynamos ; folio, folios.
2. Hero, heroes ; potato, potatoes ; calico, calicoes.

Most nouns ending in "o" form their plurals by adding "s", but nouns ending in "o" preceded by a consonant frequently form their plurals by adding "es."

## NOUNS ENDING IN "Y"

*Examine also the following plurals, noting the final letters of the singular :*

lady, ladies ; city, cities ; boy, boys ; valley, valleys.

A noun whose singular ends in "y" preceded by a consonant changes "y" to "i" and adds "es" to form the plural.

A noun whose singular ends in "y" preceded by a vowel simply adds "s" to form the plural.

## NOUNS ENDING IN "F" AND "FE"

*Compare in like manner the following nouns :*

1. thief, thieves ; loaf, loaves ; life, lives ; wife, wives.
2. belief, beliefs ; grief, griefs ; cliff, cliffs.

Many nouns ending in "f" and "fe" change "f" or "fe" to "v" and add "es", while others simply add "s".

NOTE :—Wharf and staff have both plural forms, for example : staff, regular plural staves, and staffs, bodies of officers, etc.



## LETTERS, FIGURES, ETC.

*Notice the formation of the plurals in the following :*

1. There are two *b's* in rabbit.
2. There are three *5's* in this number.
3. You use too many *so's* and *and's* in your story.

Plurals of letters, figures, and words spoken of as words, are formed by adding an apostrophe and "s" to the singular.

## PLURALS BY VOWEL CHANGE

The following nouns in common use still form their plurals by changing the vowel of the singular :

foot, feet ; mouse, mice ; louse, lice ; tooth, teeth ;  
goose, geese ; man, men ; woman, women.

## PLURALS IN "EN"

The following nouns add "en" to form their plurals :

ox, oxen.  
brother, brethren (also brothers).  
child, children.  
cow, kine (also cows).

## EXERCISE 71

*Compose sentences using the following words in the plural :*

and	half	mouse	solo
calf	hero	roof	turkey
dish	lasso	sheaf	woman

## PLURALS OF COMPOUNDS

*Notice the plural forms of the following compound nouns :*

1. hanger-on, hangers-on ; father-in-law, fathers-in-law ; ox-cart, ox-carts.
2. spoonful, spoonfuls ; forget-me-not, forget-me-nots.

Compounds usually pluralize the more important word, as in examples one; but if the compound is regarded as a whole, the last word is pluralized, as in examples two above.

NOTE:—A few compounds pluralize both parts, as :

woman-servant, women-servants.  
man-servant, men-servants.  
knight-templar, knights-templars.  
lord-justice, lords-justices.

#### TWO PLURALS WITH DIFFERENT MEANINGS

Some nouns have two plural forms with different meanings, for example :

brother, brothers (by birth), brethren (of the same society); die, dies (for stamping), dice (for playing); penny, pennies (coins), pence (a sum of money).

#### FOREIGN PLURALS

Some nouns of foreign origin retain their foreign forms in the plural, for example :

bandit, banditti.  
basis, bases.  
beau, beaux.  
cherub, cherubim.  
genus, genera.  
phenomenon, phenomena.

NOTE :—Many of these foreign words also form a plural according to the modern mode, for example : bandit, bandits ; cherub, cherubs.

As has been already noted, certain nouns have only a singular form which may be used with either a singular or a plural meaning, for example :

Have you one *sheep* or two *sheep* ?  
Did he shoot one *deer* or two *deer* ?

## EXERCISE 72

*Give where possible the other number form or forms of the following nouns, explaining in each case the mode of forming the plural :*

beef, bellows, cliff, fly, key, canto, lasso, teeth, shelf, if, cupful, runaway, 3. trout, suds, dies, memoranda, W, eaves.

*Give two plural forms of each of the following :*  
brother, die, penny, cherub, index, staff.

*Give the singular form of each of the following :*  
bases, data, genii, memoranda, those, beaux, dice, so's, radii, we.

For additional number forms, see appendix.

## CHAPTER XXXVIII

## CASE IN NOUNS AND PRONOUNS

*Compare carefully the relations of the italicized words in each of the following sentences :*

1. We suspected the boy ; for *he* had *his* gun when we saw *him*.
2. *Thy* people praise *thee*, O God ; for *thou* judgest righteously.
3. Here is a man *who* is kind to every one, *whose* conduct is honourable, and *whom* everybody loves.

Notice that the three italicized words in each sentence are three forms of the same word, since they each denote or mean the same person : " he ", " his ", " him ", denote " boy ", etc.

Notice also that each of the three forms is used in a different relation in the sentence, thus : " he " is used as subject, " his " as possessive, and " him " as object, etc.

Notice further that each form can be used in only one of these relations ; " he " can be used only as a subject, not as a possessive or as an object, etc.

These pronouns change their forms, therefore, in order to show their **relation** to other words in the sentence.

*Examine also the forms and relations of the italicized noun in the following sentence :*

When a *boy* does wrong, people blame the *boy* and also the *boy's* parents.

Notice in the noun, that the simple form " boy " is used in both the subjective and the objective relation, but that the inflected form "boy's" must be used when the noun is in the possessive relation.

**NOTE:**—Some pronouns, also, use only two forms for the three relations.

**Example :** *She* closed *her* book when the teacher saw *her*.

*Give the relations of the italicized nouns and pronouns in the following sentences, and note the changes in form :*

1. *They* entered *their* house just after the *boy* met *them*.
2. *I* dropped *my* books when the *boy's* dog chased *me*.
3. Did she see *John* or *John's* brother ?
4. *You* must learn what *your* master tells *you*.

The form of a noun or pronoun that is used in the subjective relation is called its subjective or **nominative** case, as : "they", "boy", "I", "she", etc.

The form of a noun or pronoun that is used in the possessive relation is called the **possessive** case, as : "their", "my", "boy's", "John's", etc.

The form of a noun or pronoun that is used in the objective relation is called the **objective case**, as: "them", "me", "her", "thee", "house", "John", etc.

This variation in nouns and pronouns to indicate their relations to other words is called **case**.

NOTE 1:—The objective case is also used after prepositions, as, for example :

We went to *him*.

The man came with *me*.

The man passed through the *house*.

NOTE 2:—The possessive forms of the pronoun, on account of certain peculiarities in their origin, are usually classed as **pronominal adjectives**. (See Chapter XXXII.)

## EXERCISE 73

## A

*Give the case of each noun and pronoun in the following :*

1. I met the crew of a ship.
2. The merchants who landed with me broke the egg.
3. Miller took the rope in his hand.
4. Cast thy eyes eastward, and tell me what thou seest.
5. I observed some with scimitars in their hands.
6. I will not spare you if you drive me on.
7. The baron had a trick of breaking the chess-board on his opponent's head.

## B

*Give the number and case of each noun and pronoun in the following :*

1. There is a hunter's hand for thee.
2. As they listened they forgot friends and home and children.
3. There was ample room for us, as we had lowered the mast.
4. Beethoven paused and I threw open the shutters.
5. Do you know the man who passed us ?
6. The hams that had been salted were washed off and hung in the smoke-house.

7. Their course lay between the two lines of the squaws.
8. The report sent Tom's heart into his mouth again.
9. The beacon blazed upon the roof of Edgcumbe's lofty hall.
10. The miller's little boys and girls are glad to see the snow.

## DEFINITIONS

The nominative case is the form of a noun or pronoun used in the subjective relation.

The possessive case is the form of a noun or pronoun used in the possessive relation.

The objective case is the form of a noun or pronoun used in the objective relation.

Case is an inflection of nouns and pronouns to denote their relation to other words.

NOTE:—A noun or pronoun, when used as a subjective completion, is put in the nominative form agreeing in case with the subject. Such a noun or pronoun may be called a **predicate nominative**, as:

This is *she*.

He is a *sailor*.

## EXERCISE 74

*Point out the predicate nominatives in the following*

1. This is he of whom I spoke.
2. The sick man knoweth the physician by his step.
3. Is that the little gentleman from Blunderstone?
4. He was a twinkling-eyed man.
5. I pulled myself right up.
6. It was the cry of a hound to the west of her.
7. The two boys were playmates.
8. Who is he that cometh like an honour'd guest?

Mighty Seaman, this is he

Was great by land as thou by sea.

This is he

Worthy to be laid by thee;

For this is England's greatest son.

## CHAPTER XXXIX

## NUMBER AND CASE

## DECLENSION

In the two previous chapters, we have discussed certain changes in the forms of nouns and pronouns which denote a difference in number, and others which denote a difference in case.

*Compare now the forms of the italicized pronoun in the following, and notice the number and case of each :*

I saw the *boy* ; *he* took *his* book with *him*.

I saw the *boys* ; *they* took *their* books with *them*.

We notice from these examples that each form of the pronoun denotes both a certain number and a certain case. The form "he", for instance, is both singular number and nominative case ; the form "them" is both plural number and objective case.

The pronoun, therefore, has six forms to denote number and case, as follows :

	Nominative	Possessive	Objective
<i>Singular :</i>	he	his	him
<i>Plural :</i>	they	their	them

*Compare also the forms, and notice the number and case of each form of the italicized noun in the following :*

1. The *boy's* father called the *boy* ; therefore the *boy* came.
2. The *boys'* fathers called the *boys* ; therefore the *boys* came.

From these examples, we learn that a noun also has the different numbers and cases, although only four different forms are used.

When we give the six forms of a noun or pronoun for number and case, we are said to decline the noun or pronoun, or give its **declension**.

#### DECLENSION OF THE PRONOUN "HE"

	<i>Singular</i>	<i>Plural</i>
Nominative :	he	they
Possessive :	his	their
Objective :	him	them

#### DECLENSION OF THE NOUN "BOY"

	<i>Singular</i>	<i>Plural</i>
Nominative :	boy	boys
Possessive :	boy's	boys'
Objective :	boy	boys

*Examine also the forms of the personal pronouns in the following sentences :*

##### First Person :

*I have my book with me.*

*We have our books with us.*

##### Second Person :

*O king ! thou seest how thy subjects love thee.*

*O kings ! you see how your subjects love you.*

The personal pronouns are declined as follows :

	FIRST PERSON		SECOND PERSON	
	<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
Nom. :	I	we	thou	you
Poss. :	my	our	thy	your
Obj. :	me	us	thee	you

#### EXERCISE 75

Write out the declension of the following :

brother	girl	she
cow	lion	it



DEFINITION

**Declension** is the inflection that nouns and pronouns undergo to denote differences in number and case.

PARSING OF NOUNS AND PRONOUNS

When we fully describe the **kind**, form, and relation of a word, as it is used in a sentence, we are said to *parse* the word.

In parsing a noun or pronoun the following information is to be given :

1. The kind or class.
  - (a) According to meaning.
  - (b) According to gender (if the word distinguishes gender).
2. Inflections.
  - (a) Number.
  - (b) Case.
3. Syntax or relation in the sentence.

MODEL

He visited John yesterday.

He—pronoun, demonstrative of the third person, masculine, singular number, nominative case, subject of the verb "visited".

John—noun, proper, masculine, singular number, objective case, object of the verb "visited".

EXERCISE 76

*Parse the nouns and pronouns in the following :*

1. I saluted him, and said: "I surrender my arms to you."
2. Winnie trod lightly upon the straw, because it had soft muck under it.
3. The gentle youths welcomed Imogen to their cave.
4. I know the substance of their skulls.
5. We saw somebody in the garden.
6. He tried the point, broke the weapon, and demanded his quiver.

## FORMATION OF THE POSSESSIVE IN NOUNS

*Examine the following possessives, noting their formation :*

## POSSESSIVE SINGULAR

1. A boy's hat is near the lady's coat.
2. Charles's wheel hurt James's foot.
3. By Ganges' banks is heard the tiger's roar.
4. He laid hold on Theseus' hands.

Singular nouns form their possessive case by adding an apostrophe and "s", excepting in words of more than one syllable ending in an "s" sound, which usually add the apostrophe only.

## POSSESSIVE PLURALS

1. These boys' books are on the girls' desks.
2. The men's dogs broke the children's toys.

Plural nouns ending in "s" form their possessive case by adding the apostrophe only.

Plural nouns not ending in "s" form their possessive case by adding the apostrophe and the "s."

## POSSESSIVE FORMS OF THE PRONOUN

*Compare the forms of the italicized possessives in the following groups of sentences :*

1. He has *my* book.
2. He has *mine*.
1. She took *your* pen.
2. She took *yours*.

Notice that certain pronouns have two possessive forms, the second being used when no noun follows.

The following possessives have the two forms :

my, mine	our, ours
thy, thine	your, yours
her, hers	their, theirs

## EXERCISE 77

## A

*In the following examples, name and account for the forms of the nouns in the possessive :*

1. Then Procrustes' countenance changed.
2. They returned to the women's apartments.
3. The cry shook the settler's soul.
4. Jessie's health was drunk at the officers' banquet.
5. Even Jackanapes' donkey kicked.
6. Brave warriors contended for the love of kings' daughters.
7. Fill to the glass's brim.
8. He hoped to secure the prince's estate.
9. Kent attended his old master's steps from the beginning of his daughters' ill usage.

## B

*Give the singular and plural possessive forms of the following nouns, and use them in sentences :*

Thieves, ladies, mice, pony, goddess.

## C

*Write out the full declension of the following nouns :*

Fox, oxen, princess, enemy, lioness, horses, and hero.

## D

*Fill the blanks in the following sentences with proper forms of the pronoun,—I, thou, he, she, or it.*

1. John brought — book but he did not see —
2. Mary and — saw — sister.
3. Both — and — were late.
4. — bought — for —.
5. She must take — work with —.
6. — hen — calls, give — the money.

7. — knew that — friends would not leave —.
8. — was ten o'clock when — left —.
9. Whenever — mother is out — aunt keeps —.
10. — would go for — if — asked —.
11. — pen is better than —.

## CHAPTER XL

### TENSE IN THE VERB

*Compare the verb forms in the following pairs of sentences, noting especially the time of the action :*

1. I *see* the old man now.
2. I *saw* the old man yesterday.
1. We *live* in that house.
2. We *lived* in that house.

Notice concerning these forms :

1. The two forms in each group are forms of the same word, having only a slight change of meaning.
2. The first form in each group, "see" and "live", represents the action as going on in present time—I see the man now (not yesterday).
3. The second form in each group, "saw" and "lived", represents the action as having taken place in past time—I saw the man yesterday (not now).

*Examine each verb form in the following, and state whether it denotes present time or past time :*

1. I know the little boy.
2. The man came and told us.
3. We have the book which you gave him.
4. The children want their dinner.

The form of a verb which is used to denote *present time*, such as "know", "have", or "want" above, is called the present form or the **present tense** of the verb.

The form of a verb which is used to denote *past time*, such as "came", "told", or "gave" above, is called the *past form* or the *past tense* of the verb.

Notice also the time indicated by the various verb forms in the following :

1. I *see* the man now.
2. I *saw* the man yesterday.
3. I *shall see* the men to-morrow, but he *will see* them next week.

The verb has single forms, "see" and "saw", to indicate present and past time respectively, but a phrase (shall see or will see) to denote future time.

As such a phrase also indicates time, it may be considered as another form of the verb ; and since it is used to indicate future time, may be described as the *future form* or *future tense* of the verb. Thus a verb is said to have three tense forms, as follows :

Present tense. . . . . see.  
Past tense. . . . . saw.  
Future tense. . . . . shall or will see.

This change in the form of a verb to denote difference in time is called *tense*.

## EXERCISE 78

## A

Name the tense form of each verb in the following sentences :

1. He chose him five smooth stones.
2. David said to Saul, thy servant will fight with the Philistine.

3. Am I a dog, that thou comest to me with staves ?
4. " We shall have some fun now!" thought Alice.
5. " Tell us a story", said the March hare.
6. You know what beaver is worth.
7. I tell thee, they are giants.
8. She then assembled her troops, who numbered six, and spoke to them encouraging words.
9. " You are a miserable coward!" said she. " Go out of this place."
10. This will show you that they know what you did.
11. Whereas I was blind, now I see.

**B**

*In the following exercise, change the present tenses to the past, and the past tenses to the future:*

1. The boiling goes on slowly.
2. These four abode within one house.
3. This comes from no peaceful land.
4. They look like cannon balls.
5. Dora lived unmarried till her death.
6. I made them go in, and then I shut the gate.
7. I placed my two brothers on two of the bastions, while I took another.
8. He slowly seeks his castle halls.
9. She caused the gate to be opened, and went down to the river.
10. What ye lift upon the bier is not worth a wistful tear.

**DEFINITIONS**

1. The present tense is the form of the verb that is used to indicate present time.
2. The past tense is the form of the verb that is used to indicate past time.
3. The future tense is the form of the verb that is used to indicate future time.
4. Tense is an inflection of the verb to indicate the time of the action or state asserted by the verb.

## CHAPTER XLI

## PERSON IN VERBS

*Examine carefully the form and relation of the verb in each of the following sentences :*

1. I, the king, now *rule* in peace.
2. Thou, the king, now *rulest* in peace.
3. He, the king, now *rules* in peace.

In these sentences we find three different forms of the verb "rule" used in making the same assertion.

*Notice further concerning these forms :*

1. The simple form "rule" is used when its subject represents the person speaking, or the *first person*.
2. The form "rulest" is used when its subject represents the person spoken to, or the *second person*.
3. The form "rules" is used when its subject represents the person spoken about, or the *third person*.

In these sentences, therefore, the form of the verb depends upon the person of the subject, whether the subject is speaking, spoken to, or spoken about.

*State the person of each subject in each of the following sentences, and compare the forms of the verb :*

1. I *know* what thou *knowest*.
2. Thou *hast* money but he *has* friends.
3. She *believes* the boy, but I *believe* the girl.

A verb form such as "know" and "believe", when used with a subject of the first person, is called the *first person form* of the verb.

A verb form such as "knowest" and "hast", because used with a subject of the second person, is called the **second person form of the verb**.

A verb form such as "has" and "believes", because used with a subject of the third person, is called the **third person form of the verb**.

This variation in the form of the verb is called **person**, and since the verb is always of the same person as the subject, a verb is said to agree with its subject in person.

NOTE:—The verb frequently does not change its form to show a difference in person, for example :

1. He *came* early, but I *came* late.
2. We waited one hour, you waited two hours, but they *waited* three hours.

In such cases the person of the verb must be decided from the person of the subject.

#### EXERCISE 79

*Give the person of each verb in the following :*

1. I see what thou seest, but John sees it not.
2. If you wish to know where Andy is, I will tell you.
3. I work in the morning, but he works in the afternoon.
4. He does what you do.
5. "I will play to her," he said.
6. Thou shalt be punished, but he shall be forgiven.
7. Off he flies, and we sing as he goes.
8. Have they the same as I have ?

#### RULE

**A verb agrees with its subject in person.**



## CHAPTER XLII

## NUMBER IN VERBS

*Examine carefully the forms and relations of the verbs in the following pairs of sentences :*

1. The man *sees* us now.
2. The men *see* us now.

1. I *was* ready.
2. We *were* ready.

1. She *has* the book.
2. They *have* the book.

In each pair of sentences, we find two different forms of the same verb used to make the assertion.

*Notice further concerning the two forms :*

1. The first form "sees", "was", or "has" is used when its subject "man", "I", or "She" is of the singular number.
2. The second form "see", "were", or "have" is used when its subject "men", "We", or "They" is of the plural number.

In these sentences, therefore, the form of the verb depends upon the number of its subject, that is, whether the subject is singular or plural.

*State the number of each subject found in the following sentences, and note the form of the verb in each case :*

1. This boy has a pen, but the other boys have pencils.
2. One man does the planning, other men do the work.
3. She moves rapidly, but they move slowly.

A verb form such as "has", "does", and "moves", because used with a singular subject, is called the singular form or **singular number** of the verb.

A verb form such as "have", "do", and "move", because used with a plural subject, is called the plural form or **plural number** of the verb.

This variation in the form of the verb is called **number**; and, because the verb is always of the same number as the subject, it is said to agree with its subject in number.

NOTE:—In many cases the verb does not change its form to show difference in number, for example:

1. The boy *came* early, but the girls *came* late.
2. He *had* a pen, but they *had* pencils.

In such cases the number of the verb must be decided from the number of its subject.

#### EXERCISE 80

*Give the number of each verb in the following examples :*

1. Providence helps only those who help themselves.
2. He gave a yell, and the boys ran.
3. We are on time, I am glad to say.
4. A child often acts as his parents act.
5. The teacher was on time, but the pupils were late.
6. Tears rolled down his cheeks as he thought of his father.
7. Is Joe your brother ?
8. There lay the acorns on the floor.
9. As they pass he grasps the nearest.
10. Grandmother told me how they were used when she was a girl.

#### RULE

**A verb agrees with its subject in number.**

## CHAPTER XLIII

## PERSON AND NUMBER—(continued)

In our last two chapters we discussed certain changes of form in verbs as denoting a difference in person, and others as denoting a difference in number.

*Compare now the person and number of the verb forms in the following :*

1. We *like* the game.
2. He *likes* the game.

Notice that the addition of "s" changes both the person and the number of the verb, making it agree with the subject "He", which is both third person and singular number. This form of the verb, "likes", is used to mark both a particular person and a particular number.

*Compare also the following :*

1. We *like* the game.
2. Thou *likest* the game.

Here, also, by the addition of "st" to the verb, we obtain another form of the verb, "likest", which denotes both person and number, this form being used only with a subject, that is in the second person and the singular number.

*In each of the following sentences, notice carefully the tense and the form of the verb, and the person and number of the subject with which it agrees :*

1. I see a beautiful valley.
2. Thou seest all things, Lord.
3. He sees the way to do it.
4. We see a dark cloud yonder.
5. You see the answer, girls.
6. They see the boat coming.

From these sentences we learn that the present tense has the following persons and numbers :—first, second, and third persons singular; and first, second, and third persons plural. Notice, however, that only two of these—the second singular and the third singular—have special forms.

When we give the various persons and numbers of any verb in the present tense, as above, we are said to be giving its **inflection** for person and number in that tense, as follows :

## PRESENT TENSE

	<i>Singular</i>	<i>Plural</i>
<i>First person</i>	I see	we see
<i>Second person</i>	thou seest	you see
<i>Third person</i>	he sees	they see

## EXERCISE 81

*Write out as above the present tense of the verbs "give", "love", and "wait."*

*Notice also the tense, person, and number of each verb form in the following sentences :*

I saw the game yesterday.  
 Thou, O King, sawest a great image.  
 He saw the game yesterday.  
 We saw the game yesterday.  
 You saw the game yesterday.  
 They saw the game yesterday.

In these forms, which are all of the past tense, we find only one person and number—the second person singular, denoted by a special verb form, "sawest"—the other persons and numbers not being marked by any special form. The various persons and numbers of a verb in the past tense are, therefore, as follows :

## PAST TENSE

	<i>Singular</i>	<i>Plural</i>
<i>First</i>	I saw	we saw
<i>Second</i>	thou sawest	you saw
<i>Third</i>	he saw	they saw

## EXERCISE 82

*Write out fully the past tense of the verbs 'give', 'love', and 'do.'*

*Notice also the tense, person, and number of each verb phrase in the following sentences :*

I shall see them to-morrow.  
 Thou wilt see them to-morrow.  
 He will see them to-morrow.  
 We shall see them to-morrow.  
 You will see them to-morrow.  
 They will see them to-morrow.

In these phrases, which denote future time, notice that "shall" is used with the verb "see" in the first person singular and plural, and "will" in the other persons singular and plural. Notice further that only one of these, the second singular, is marked by an inflected form, "wilt."

The various persons and numbers of a verb in the future tense are, therefore, as follows :

## FUTURE TENSE

	<i>Singular</i>	<i>Plural</i>
<i>First</i>	I shall see	we shall see
<i>Second</i>	thou wilt see	you will see
<i>Third</i>	he will see	they will see

## EXERCISE 83

A

*Write out fully the future tense of the verbs "go", "send", and "make".*

## II

*Give the tense, person, and number of each verb in the following sentences :*

1. They never doubted that it was all true.
2. "There we are again," said Uncle Tim.
3. We have faith that our work will stand.
4. I feel certain, boys, that you will agree to this.
5. The children who live in this house will play with us.
6. The king thought to himself: "No one will take his place."
7. He left early this morning.
8. They wondered at the goodness of God, who made the lovely world.
9. Seekest thou the plashy brink of weedy lake?
10. They cried: "In Heaven we all shall meet."

In the earlier portion of the present chapter, we learned that only two persons in the present tense—the second and third singular, and one person in the past tense—the second singular, are distinguished by special forms.

*Examine, however, the forms of the present and the past of the verb "be" in the following sentences :*

I *am* ready to go.

"Thou *art* no good knight," said Waldemar.

He *is* somewhat better to-day.

We *are* later than usual.

You *are* right in that.

They *are* anxious about you.

I *was* very sorry to hear it.

Thou *wast* the greater fool for that.

He *was* near us at the time.

We *were* not slow to accept.

You *were* a long time about it.

They *were* servants of the Duke.

*Notice concerning these forms :*

1. Each tense has a special form, "are", "were", to indicate the three persons in the plural.

2. The present tense has three different words, "am", "art", "is", to distinguish the three persons in the singular.

The inflection of these tenses is, therefore, as follows :

## PRESENT TENSE

	<i>Singular</i>	<i>Plural</i>
<i>First</i>	I am	we are
<i>Second</i>	thou art	you are
<i>Third</i>	he is	they are

## PAST TENSE

	<i>Singular</i>	<i>Plural</i>
<i>First</i>	I was	we were
<i>Second</i>	thou wast	you were
<i>Third</i>	he was	they were

The future tense of this verb, however, is regular.

## FUTURE TENSE

	<i>Singular</i>	<i>Plural</i>
<i>First</i>	I shall be	we shall be
<i>Second</i>	thou wilt be	you will be
<i>Third</i>	he will be	they will be

*Examine also the forms of the italicized verbs in the following sentences :*

1. This boy *loves* play, but *hates* work.
2. He who *loveth* instruction *loveth* knowledge, but he that *hateth* reproof is brutish.

Notice that the third singular of the present tense frequently ends in "th" in poetry, and in the solemn style.

*Examine the reference of the pronoun in each of the following sentences :*

- Boys, you are late.  
 John, you are late.  
 Mary, you were on time.

The pronoun *you* may be used to refer to either a singular or a plural noun. It takes, however, in all cases a plural verb form—"are", "were".

The plural form *you* is generally used in place of the regular second singular form *thou*, which is confined mainly to poetry, and the solemn style.

Example : Thou art my strength, O Lord.

#### EXERCISE 84

*Insert the proper form, "am", "art", "is", or "are", in each blank in the following exercise :*

1. The carriage — ready and I — waiting.
2. To whom — you talking now ?
3. I know the men who — at the gate.
4. The groves — filled with birds.
5. Lord, thou — our refuge.
6. You — very late, James.
7. Some of the children — very noisy.
8. The boy who — near you may go.
9. I, who — his friend, know better.
10. I — certain that he and his brother — there.
11. Here — two of them.

### CHAPTER XLIV

#### PECULIAR CONSTRUCTIONS

##### AGREEMENT WITH SUBJECT

In Chapter XLIII we learned that a verb undergoes certain changes of form to denote person and number, and that it must agree in person and number with its subject. Some special applications of this rule will now be considered.



AGREEMENT WITH SIMPLE SUBJECT

*Examine the agreement of the verb with the subject in the following sentences :*

- The news is false.
- Mathematics is difficult.
- A thousand years is as one day.
- Three-fifths of this is bad.
- Gulliver's Travels is an interesting book.

A subject, plural in form, but having a singular meaning, may take a singular verb.

*Examine also the verb and subject in the following sentences :*

- The army is on the march.
- The crowd was greatly excited.
- The flock is flying high.
- The dozen were bad.
- The jury were divided as to his guilt.

A collective noun, when the collection of objects is thought of as a whole, takes a singular verb. On the other hand, when the separate individuals composing the group are thought of, the verb is plural.

AGREEMENT WITH COMPOUND SUBJECT

*Examine the agreement in the following sentences :*

- He and I are going.
- James and John are both late.
- This boy and his sister were present.

When a compound subject contains singular members joined by *and*, it takes a plural verb.

*Notice, however, the following sentences :*

- John or his brother is in the wrong.
- Neither May nor her sister is ready to go.
- Each boy and girl is to be given a prize.
- Every man and woman was in fear.

When the singular members of a compound subject are taken separately, being connected by *or* or *nor*, or preceded by a distributive word such as *each* or *every*, the compound subject takes a singular verb.

If in such cases the parts differ in person and number, the verb agrees with the nearer subject, for example :

He or his brothers were at fault.

*Examine also the following sentences :*

The secretary and treasurer has made his report.

Bread and water is prison fare.

The horse and carriage is at the door.

Why is dust and ashes proud ?

When a compound subject represents a single idea it takes a singular verb.

*Note also the following sentences :*

The boy and not his sister was to blame.

The man as well as his friends is in favour of it.

His friends as well as he himself were in favour of it.

The girls and not their brother were to blame.

If one subject is more emphatic, the verb will agree with the emphatic subject.

#### AGREEMENT IN PERSON

*Examine the person of the following verbs :*

Either my brother or I am to go.

Neither you nor he has a chance.

When two or more subjects differing in person are joined by "or" or "nor", the verb agrees in person with the nearest. Such sentences, however, are often written as separate clauses, as :

Either my brother is to go, or I am.

EXERCISE 85

*Fill in the blanks with the proper forms of the verb "be":*

1. Truth and honesty — sure to win the day.
2. That great warrior and statesman — banished.
3. Neither the teacher nor the pupils — present.
4. Molasses — very sweet.
5. Neither of the boys — in the yard.
6. The boys — very angry.
7. The jury — discharged by the judge.
8. The hunter with his dogs — at the door.
9. His knowledge of Latin and Greek — great.
10. The jury — considering what their verdict shall be.
11. Bread and butter — better than nothing.
12. Five miles — a long walk.
13. David and Goliath — an interesting lesson.
14. Your thanks — not appreciated.
15. Mary but not her brothers — invited.
16. Two-thirds of that invading army — crushed to death.
17. — the porridge too hot ?

CHAPTER XLV

USES OF TENSES

The ordinary uses of the tenses have already been shown in Chapter XL.

*Compare the uses of the following present forms :*

1. I go there to-morrow.
2. Our friends come next week.
3. As the Russians come within six hundred yards, down goes the line of steel.
4. Edward returns to England and marches against Wallace.

From these examples we learn that the present tense may also be used :

1. To express a future event that is near at hand.
2. To express a past action vividly. This latter use is known as the **historic present**.

#### SEQUENCE OF TENSES

*Compare carefully the tense forms in the following groups of sentences :*

- |              |                               |
|--------------|-------------------------------|
|              | 1. what you have there.       |
| I know . . . | 2. what you had there.        |
|              | 3. what you will have there.  |
|              | 1. what you had there.        |
| I knew . . . | 2. what you had there.        |
|              | 3. what you would have there. |
|              | 1. what you have there.       |
| I shall      | 2. what you had there.        |
| know . .     | 3. what you will have there.  |

Notice that a present or a future tense in a principal clause may be followed by either a present, a past, or future tense in a subordinate clause, while a past tense in the principal clause is followed by only the past tense, or a past form of the future in the subordinate clause.

This is called the **sequence of tenses**.

*Note, however, the following exceptions :*

I taught them that the earth is round.

I showed them that honesty is the best policy.

Here the subordinate clause states a general truth.

Notice that the infinitive expresses time relative to that of the main verb, for example .

I *am* ready to go at once.

I *shall* be ready to go there to-morrow.

**NOTE:—**We must say, therefore, I *am* (not I *shall be*) glad to accept your kind invitation for next Thursday.

## CHAPTER XLVI

## MOOD IN VERBS

In each of the following groups of sentences, compare the two forms of the italicized verb, and note the manner in which the speaker regards the assertion made by the verb :

1. This boy *saves* his money.
2. God *save* the king.
1. O Lord, thou *doest* wondrous things.
2. Take care lest thou *do* wrong.
1. He *goes* there, so let him take it.
2. If he *go* there let him take it.
1. The Lord *is* with His people.
2. The Lord *be* with you.

We notice concerning these sentences :

1. In each of the first sentences, the speaker views the assertion as representing an actual fact.
2. In each of the second sentences, the speaker views the assertion not as an actual fact, but as something merely thought of—as a doubtful, wished for, or supposed case, etc.

Examine the forms of the italicized verbs in the following sentences, and state in each case whether the speaker views the assertion as a fact, or as something merely thought of :

1. She *was* here.
2. It *were* possible if she *were* here.
1. He *sees* you.
2. Hide lest he *see* you.
1. I cannot fall, for He *guides* me.
2. I cannot fall, provided He *guide* me.

When the form of the verb indicates that the speaker views the assertion as an actual fact, as "*She was here*", "*He sees you*", "*He guides me*", etc., the verb is said to be in the **indicative mood**.

When the form of the verb indicates that the speaker views the assertion as something merely thought of, as "*If it were possible*," "*lest he see you*," "*provided He guide me*", etc., the verb is said to be in the **subjunctive mood**.

*In each of the following groups compare also the italicized verb forms, and the manner in which the speaker views his assertion :*

1. Thou *sendest* forth thy spirit.
2. *Send* forth thy spirit.
1. Thou *renewest* the earth.
2. *Renew* thou the earth.
1. Thou *standest* on holy ground.
2. *Stand* thou without.

Here, also, in the first sentence of each group the speaker views the action or state expressed by the verb as an actual fact; but, in the second sentence, as a command or entreaty.

When the form of the verb indicates that the speaker views the action or state expressed by the verb as a command or entreaty, for example :—"Send forth thy spirit", "*Renew* thou the earth", etc., the verb is said to be in the **imperative mood**.

This variation in verbs to show the manner in which the speaker views the action or state expressed by the verb is called **mood**.

## EXERCISE 86

*Give the mood of each verb in the following sentences :*

1. The boy ate the apple. 2. If he come, give him this.
3. Who broke the desk ? 4. You will see them to-morrow.
5. Love your enemies. 6. Long live the king. 7. Watch him lest he cheat you. 8. He turned the saddle off, and I was up in a moment. 9. Thy kingdom come. 10. If thy right eye offend thee, pluck it out. 11. He goes on Sunday to the church, and sits among his boys.
12. Heaven protect them. 13. Govern well thy appetite lest sin surprise thee.

## DEFINITIONS

1. The indicative mood is the form of a verb which shows that the speaker views his assertion as a fact.
2. The subjunctive mood is the form of a verb which shows that the speaker views his assertion as something merely thought of.
3. The imperative mood is the form of a verb which is used when the speaker expresses a command or entreaty.
4. Mood is an inflection of the verb to indicate the speaker's manner of viewing the action or state expressed by the verb.

## CHAPTER XLVII

## TENSES OF THE SUBJUNCTIVE AND IMPERATIVE

An examination of the examples used in Chapter XLIII, when treating the inflections for person and number in the various tenses, will show that the verb forms were all in the indicative mood, for example :

I see a beautiful valley.  
 Thou seest all things, Lord.  
 He sees the way to do it, etc.

The inflections as given in Chapter XLIII, therefore, belong to the indicative mood.

*Examine now the mood, tense, and form of the italicized verb in its various persons and numbers :*

Take heed	lest I <i>see</i> too much of that.
	lest thou <i>see</i> too much of that.
	lest he <i>see</i> too much of that.
	lest we <i>see</i> too much of that.
	lest you <i>see</i> too much of that.
	lest they <i>see</i> too much of that.

From these examples we discover that the present subjunctive has but one verb form for all persons and numbers.

*Notice also the forms in the past subjunctive of "see".*

John was anxious	lest I <i>saw</i> too much.
	lest thou <i>saw</i> too much.
	lest he <i>saw</i> too much.
	lest we <i>saw</i> too much.
	lest you <i>saw</i> too much.
	lest they <i>saw</i> too much.

The person and number forms in the present and past subjunctive are, therefore, as follows :

#### PRESENT SUBJUNCTIVE

	<i>Singular</i>	<i>Plural</i>
<i>First</i>	(If, lest, etc.) I <i>see</i>	we <i>see</i>
<i>Second</i>	" thou <i>see</i>	you <i>see</i>
<i>Third</i>	" he <i>see</i>	they <i>see</i>

#### PAST SUBJUNCTIVE

	<i>Singular</i>	<i>Plural</i>
<i>First</i>	(If, lest, etc.) I <i>saw</i>	we <i>saw</i>
<i>Second</i>	" thou <i>saw</i>	you <i>saw</i>
<i>Third</i>	" he <i>saw</i>	they <i>saw</i>

NOTE:—The Subjunctive mood has no future tense.



*Examine the mood, tense, person, and number of the italicized verb in the following sentences :*

*See* thou to that at once, Sir.

You *see* him at once, boys.

Notice that commands are given only to the person or persons addressed, and in present time. Thus the imperative mood uses only the second singular and plural of the present tense, both being the simple form of the verb, as follows :

## PRESENT IMPERATIVE

	<i>Singular</i>	<i>Plural</i>
<i>Second person</i>	see (thou)	see (ye or you)

The complete inflection of the verb "see" for mood, tense, person, and number is therefore, as follows :

## INDICATIVE MOOD

## PRESENT TENSE

	<i>Singular</i>	<i>Plural</i>
<i>First</i>	I see	we see
<i>Second</i>	thou seest	you see
<i>Third</i>	he sees	they see

## PAST TENSE

	<i>Singular</i>	<i>Plural</i>
<i>First</i>	I saw	we saw
<i>Second</i>	thou sawest	you saw
<i>Third</i>	he saw	they saw

## FUTURE TENSE

	<i>Singular</i>	<i>Plural</i>
<i>First</i>	I shall see	we shall see
<i>Second</i>	thou wilt see	you will see
<i>Third</i>	he will see	they will see

## SUBJUNCTIVE MOOD

## PRESENT TENSE

	<i>Singular</i>	<i>Plural</i>
<i>First</i>	(If, lest, etc.) I see	we see
<i>Second</i>	" thou see	you see
<i>Third</i>	" he see	they see

## PAST TENSE

	<i>Singular</i>	<i>Plural</i>
<i>First</i>	(If, lest, etc.) I saw	we saw
<i>Second</i>	" thou saw	you saw
<i>Third</i>	" he saw	they saw

## IMPERATIVE MOOD

## PRESENT TENSE

	<i>Singular</i>	<i>Plural</i>
<i>Second</i>	see (thou)	see (ye or you)

When we inflect a verb, as above, for mood, tense, person, and number, we are said to conjugate it, or to give its conjugation.

## EXERCISE 87

*Write out in full the conjugation of the verbs "give", "wait", "go", and "have."*

## DEFINITION

Conjugation is the inflection that verbs undergo to denote mood, tense, person and number.

## CHAPTER XLVIII

## CLASSES OF VERBS ACCORDING TO CONJUGATION

*Compare the ways in which the following verbs are inflected to denote past time :*

- Give. The men *gave* the money.
- Wait. The men *waited* for us.
- Sing. She *sang* to us.
- Burn. The fire *burnt* fiercely.

Verbs, such as "give" and "sing", which form their past tense by changing the vowel of the simple word or present stem, are called verbs of the **old conjugation** or of the old mode of inflection.

Verbs such as "wait" or "burn", which form their past tense by adding to the stem *ed*, *d* or *t*, are called verbs of the **new conjugation** or of the new mode of inflection.

EXERCISE 88

*Give the past tense of the following verbs, and classify them according to their conjugation :*

Advance, burn, come, creep, cry, drink, fall, fish, hear, listen, ring, reply, save, stop.

*Compare also the formation of the perfect participles in the following sentences, noting to which conjugation each verb belongs :*

1. The leaves *fallen* from the trees covered the ground.
2. The vegetables *grown* there are very fine.
3. The horses *raised* in that country are rather small.
4. The snow *drifted* in heaps blocked our path.
5. The things *burnt* in the fire belonged to our brother.

The verbs "fall" and "grow", which belong to the old conjugation, form the perfect participle by the addition of *en* and *n*, respectively.

The verbs "raise", "drift", and "burn", which belong to the new conjugation, form the perfect participle, like the past tense, by the addition of *d*, *ed*, and *t*.

A verb of the old conjugation is, therefore, one that forms its past tense by vowel change, and its perfect participle by the addition of *en* or *n*.

A verb of the new conjugation is one that forms both its past tense and perfect participle by the addition of *d*, *ed*, or *t*.

Some verbs of the old conjugation, however, do not add *en* to form their perfect participle.

Examples :

Strike—The boy *struck* by the ball was hurt.

Sting—The child *stung* by the bee cried out.

Many verbs also of the new conjugation ending in *d* or *t* do not add *d* or *t* to form the past tense and perfect participle.

Example :

My shoes *hurt* me to-day.

Yours *hurt* you yesterday.

The boy *hurt* in the game is better.

When we give in order the stem, the past tense, and the perfect participle of a verb, we are said to be giving its **principal parts**, for example :

STEM	PAST TENSE	PERFECT PARTICIPLE
give	gave	given
sing	sang	sung
wait	waited	waited
burn	burnt (or burned)	burnt (or burned)

NOTE:—The principal parts of the more important irregular verbs are given in the appendix.

#### EXERCISE 89

*Write out the principal parts of the following verbs :*

Allow, break, bury, choose, fall, freeze, hang, hear, keep, love, receive, see, spoil, take, throw.

CHAPTER XLIX

CONJUGATION OF THE VERB "BE"

It has been shown in Chapter XLVII that the subjunctive mood has no special forms for person and number but uses the simple forms of the present and past, "see", "saw", etc., for all persons and numbers.

*Notice, however, the forms of the verb "be" which are used below in the various persons and numbers of the present subjunctive :*

If I *be* ill-tempered, forgive me.  
 If thou *be* the Christ, tell us plainly.  
 If it *be* so, God is able to deliver us.  
 Heaven grant that we *be* not too late.  
 My wish is that you *be* more careful.  
 Though they *be* giants, I will oppose them.

From these examples we learn that this verb has for all persons and numbers of the present subjunctive, a special form "be" differing from the forms of the present indicative.

*Notice also the forms of the verb "be" in the various persons and numbers of the past subjunctive :*

If I *were* there, it would be different.  
 If thou *were* Goliath, down thou goest.  
 If he *were* not of God, he could do nothing.  
 O that we *were* there.  
 If ye *were* of the world, the world would love you.  
 If these things *were* not so, I would have told you.

From these examples we learn that the past subjunctive of this verb also differs from the indicative in the singular number.

Notice likewise the mood and the form of this verb in the following sentences :

*Be* diligent, my son.

*Be* more careful, children.

From these examples we see that the imperative of this verb also differs in form from the present indicative.

This verb is irregular, therefore, in the inflection of all of its moods and tenses. Its full conjugation is as follows :

### CONJUGATION OF THE VERB "Be"

#### INDICATIVE MOOD

##### PRESENT TENSE

	<i>Singular</i>	<i>Plural</i>
<i>First</i>	I am	we are
<i>Second</i>	thou art	you are
<i>Third</i>	he is	they are

##### PAST TENSE

	<i>Singular</i>	<i>Plural</i>
<i>First</i>	I was	we were
<i>Second</i>	thou wast	you were
<i>Third</i>	he was	they were

##### FUTURE TENSE

	<i>Singular</i>	<i>Plural</i>
<i>First</i>	I shall be	we shall be
<i>Second</i>	thou wilt be	you will be
<i>Third</i>	he will be	they will be

#### SUBJUNCTIVE MOOD

##### PRESENT TENSE

	<i>Singular</i>	<i>Plural</i>
<i>First</i>	(If, lest, etc.) I be	we be
<i>Second</i>	" thou be	you be
<i>Third</i>	" he be	they be

PAST TENSE

	Singular	Plural
First (If, lest, etc.)	I were	we were
Second	" thou wert	you were
Third	" he were	they were

IMPERATIVE MOOD

	Singular	Plural
Second person	Be (thou)	Be (you or ye)

EXERCISE 90

*Fill in the following blanks with proper forms of the verb "be" :*

1. If ye — of the world, the world would love you.
2. The blessing of Jacob — upon thee.
3. O that they — here.
4. Judge not that ye — not judged.
5. When he saw us he — greatly troubled.
6. If this — not so, I would have told you.
7. Would that I — young again.
8. Haste, lest he — angry with thee.
9. He — sorry when he hears this.
10. It is I who — to go.
11. If my kingdom — of this world, then would my servants fight.
12. It — the boys who were to blame.
13. I knew that I — in for it.
14. We — there early to-morrow.
15. Thou — wrong this time.
16. — truthful at all times, my son.
17. Thou also — with them yesterday.

CHAPTER L

USES OF SUBJUNCTIVE AND IMPERATIVE

*Contrast carefully the thoughts expressed by the italicized subjunctive in each of the following groups :*

1. Green *be* the turf above them.
2. If the turf *be* green, pitch the tent there.

1. O that he *were* here.
2. If he *were* here, you might go.

In the first sentence of each group we observe that the subjunctive is used to express a *wish*, while in the second sentence of each, the subjunctive is used to express a supposed state or a *supposition*.

*Compare also the two wishes and the two suppositions with each other, as follows :*

1. Green *be* the turf above them.
2. O that he *were* here.
1. If the turf *be* green, pitch the tent there.
2. If he *were* here, you might go.

In the first sentences we observe that the wish and the supposition are both viewed as being possible—as possible facts—although the speaker himself is uncertain.

In the second sentences the wish and the supposition are both viewed as being contrary to fact.

Thus the common uses of the subjunctive may be given as follows :

1. To express a wish viewed as being possible :

God *save* the king.  
Thy will *be* done on earth.  
Long *live* the king.

The present subjunctive is here used.

2. To express a wish viewed as impossible or contrary to fact :

O that thou *saw* what was best.  
I wish that he *were* present.

The past subjunctive is here used, but denotes present time.



3. In suppositions viewed as possible :

If thou *be* the Son of God, come down from the cross.

No man can do this except God *be* with him.

I tremble lest it *be* true.

The present subjunctive is here used.

4. To denote suppositions viewed as contrary to fact:

If I *were* you I would go.

Nobility *were* but an empty name without her.

If the prince himself *were* here, he could do nothing.

The past subjunctive is here used, but implies present time.

INDICATIVE FOR SUBJUNCTIVE

*Compare the forms of the italicized verbs in the following sentences. How does the speaker view the supposition in each case ?*

1. If he *were* here, I would tell him.

2. If he *was* here, why did you not tell him ?

. We see from these examples that the indicative may also be used in stating a supposed case, as in example 2. Notice however, that this indicative suggests a degree of certainty on the part of the speaker. "If he *was* here" (which evidently was the case) "why did you not tell him" ?

USES OF THE IMPERATIVE

*Compare the uses of the imperative in each of the following pairs of sentences :*

1. John, *help* that boy with his load.

2. *Help* us, boys.

1. *Be* more careful with that, boys.

2. *Be* merciful unto us, O King.

1. *Give* me that book at once.

2. *Give* us this day our daily bread.

We see that the first sentence in each group expresses a direct command given to the person addressed.

In each of the second sentences, we are not commanding, but rather exhorting, or entreating the person addressed.

The imperative mood may, therefore, be said to have two important uses :

1. To express a direct command to the person addressed : Take your seat at once.
2. To express an exhortation or entreaty to the person addressed : "Lord God of Hosts, be with us yet."

#### EXERCISE 91

*Describe the use of each imperative and subjunctive in the following sentences :*

1. If he come before dinner, send him to me.
2. Watch lest thou fall.
3. No one has a chance, if this be true.
4. I wish that John were here to-day.
5. I will lose my life ere a hair of his head be injured.
6. Lock him up in the chapel, till the trial be over.
7. It were a sin to doubt it, maiden.
8. If it be within my power, I will grant thy boon.
9. I were most ungrateful to dispute thy commands.
10. Sweet little violets, put on your mantles of purple and gold.
11. Though the road be long and dreary, trust in God and do the right.
12. If it was wrong, the wrong is mine.

#### SUMMARY OF INFLECTION

We may notice from our previous lessons on inflection that there are but three inflected parts of speech, the noun, pronoun, and verb. The other parts of speech are usually spoken of as uninflected parts of speech.

We may see further that certain inflections, as *number* in nouns and pronouns, and *mood*, and *tense* in verbs, denote changes in meaning ; while others, as *case* in nouns and pronouns, and *person*, and *number* in verbs, denote changes in relation. Our inflections, therefore, may be classified as follows :

1. Inflections denoting changes in **meaning**.
2. Inflections denoting changes in **relation**.

#### DEFINITION

**Inflection** is a change in the form of a word to denote a change in its meaning or relation.

#### PARSING OF VERBS

*In parsing a verb give :*

1. Its kind and conjugation.
2. Inflections—mood, tense, person, and number.
3. Relation to its subject.

#### MODEL

The smoke descended through the trees.

"Descended"—A verb, intransitive, of the new conjugation, indicative mood, past tense, third singular, agreeing with the subject "smoke."

#### EXERCISE 92

*Parse the verbs in the following sentences :*

1. She delighted in new words, and quickly found that there was a list at the end of the book.
2. We shall all be sorry, if we do this.
3. God bless the noble boy.
4. Say what you will do.
5. Each ate a small portion of the meat and drank a glass of the brose.

6. There came a Giant to my door,  
 A Giant fierce and strong ;  
 His step was heavy on the floor,  
 His arms were ten yards long.  
 He scowled and frowned ; he shook the ground ;  
 I trembled through and through ;  
 At length I looked him in the face  
 And cried : " Who cares for you ?"

NOTE :—In parsing an uninflected part of speech it is necessary to give merely its kind and relation.

#### EXERCISE 93 (REVIEW).

##### A

*Classify the following sentences, analyze by clauses, and parse the italicized words :*

Turn now *your steps homeward*, and *pause* at the *Bermudas*. They furnish arrow-root for the sick, and ample *supplies* of vegetables *earlier* than *sterner* climates *will* yield them. Is *this* all that can be said ? Reflect *more* deeply. *These* islands possess a great military and naval depot ; and a splendid harbour, *landlocked*, *strongly* fortified, and difficult of access to strangers.

*Everything* that the little *maiden* mentioned, as she *sat* on the stick *behind* him, flew past them, and the little boy saw all, though they only rode round and round the grass-plot. *Then* they played on the side-walk, and scratched up the earth *to make* a little garden , and she took elder-flowers out of her hair and *planted* them.

Put the crown upon my *head*,  
 Put my good sword in my *hand*,  
 And so lead *me* to the strand,  
 Where my ship at anchor rides *steadily*.

## II

Analyze the following sentences, parse the italicized words, and point out the adjective and adverb phrases :

From this piazza the wandering *Ichabod* entered the hall *which* formed the *centre* of the mansion and the *place* of usual residence. *Here* rows of resplendent pewter, *ranged* on a long dresser, *dazzled* his eyes. In one corner stood a huge bag of wool. Ears of *Indian* corn and strings of dried apples hung in *gay* festoons *along* the wall.

The mountains *that* infold,  
In their *wide* sweep, the coloured landscape *round*,  
Seem groups of giant kings, in purple and gold,  
That *guard* the enchanted ground.

I roam the woods that crown  
The upland, *where* the mingled splendours glow,  
Where the gay company of trees look down  
On the green fields *below*.

## C

(a) Parse the nouns and verbs in each of the following sentences :

(b) Classify the infinitives and the participles and give the relation of each :

He went on therefore at his leisure toward the coast of Mexico, intending to follow the shore till he found it. Another ship coming from China crossed him on his way loaded with silks and porcelain. He took the best of the freight with a golden falcon and a superb emerald. Then needing fresh water he touched at the Spanish settlement of Guatulco.

## PART IV

## CHAPTER LI

## VERB PHRASES

We have learned that the bare predicate of a sentence may be composed of a single verb or of a verb phrase. A study of the various kinds of verb phrases to be found in our language forms one of the most important and interesting divisions of English Grammar.

## PRINCIPAL AND AUXILIARY VERBS

*Compare the part played by each italicized verb in the following groups in making the assertion :*

1. Most men *will* their property to their children.
2. These men *fight* bravely.
3. These men *will* fight bravely.
1. The men *did* well.
2. The men *hit* the mark.
3. Perhaps the men *did* hit the mark.

In the first and second sentences of these groups, the verbs "will", "fight", "did", and "hit", each signify an attribute expressed about the men, the men being described as *willing*, *fighting*, *doing*, or *hitting*.

In the last sentence of each group the verbs "will", and "did" do not themselves signify an attribute, but merely help the verbs "fight", and "hit" to express the attributes *fighting*, and *hitting*.

*Examine the italicized words in the following sentences, and decide in each case (1) whether the verb expresses an attribute about the person or thing denoted by the subject, or (2) whether it merely helps another verb to express an attribute :*

1. My brother *received* your letter.
2. The horses *were* running very fast.

3. The men *hastened* on board.
4. The leaves *had* fallen from the trees.
5. I *shall* go to-morrow.

A verb used, as "received", or "hastened" above, to assert some attribute in regard to the one denoted by the subject is called a **principal verb**.

A verb used, as "were", "had", or "shall" above, to help a principal verb in expressing an attribute about the one denoted by the subject is called an **auxiliary verb**, that is, a helping verb.

*Examine also the copula verbs in the following sentences :*

God *be* good to the noble boy.

The child will *be* good.

We shall *be* late.

A copula verb, when used (as "be" above, either alone, or with an auxiliary to form the copula of a sentence—that is, to relate the completion to the subject—is also called a **principal verb**.

#### EXERCISE 94

*Classify the verb forms in the following sentences, principal or auxiliary, and explain in each case why you consider them such :*

1. The little boy is hunting for flowers.
2. Our friend went to fish.
3. I have seen elephants. They have long tusks.
4. The child is very sick.
5. I shall be a carpenter when I am a man.
6. They did think that she did it.
7. They love to hide near a rock.
8. The children did not run to their father to try to play with him.
9. He had plenty of dates, after he had finished.
10. If you are kind, God will repay you.
11. The men agreed to do this.

12. When an ostrich is chased it begins to run slowly.
13. Everybody rushed out to see the horrible death they had escaped.
14. They will be here before you leave.

## DEFINITIONS

A principal verb is one that alone, or with an auxiliary, either asserts some attribute about the subject, or forms the copula of a predicate.

An auxiliary verb is one that helps a principal verb to make an assertion, and together with it forms a verb phrase.

## CHAPTER LII

## FUTURE PHRASES

In the study of tense in Chapter XL we learned that only the present and the past were shown by inflection, the future tense of the verb being distinguished, not by change of form, but by the use of *shall* or *will* with the verb, for example :

I *shall* go to-morrow.

Thou *wilt* go to-morrow.

He *will* go to-morrow.

Examining these tense forms, we observe that both "shall" and "will" are here used as auxiliary verbs to help the principal verb "go" assert its attribute *going*, as belonging to the one denoted by the subject at some future time.

These phrases may, therefore, be called tense phrases, because they denote time ; or future phrases, because they denote future time.

## COMPOSITION OF FUTURE PHRASES

Notice the value of the italicized part in each of the following sentences :

1. He intends *to go to-morrow*.
2. He will *go to-morrow*.



In the first sentence we find an infinitive used as object of the verb "intends". In the second sentence also, "go" is an infinitive, without "to" before it.

The future phrase is composed of a future auxiliary *shall* or *will*, agreeing with the subject, and followed by the root infinitive.

## FUTURE PHRASES IN NARRATION

*Examine the future auxiliary in the forms of narration given below :*

## 1. Direct Narration :

I say: " John *will* go there to-morrow".

I said: " John *will* go there to-morrow".

## 2. Indirect Narration :

I say that John *will* go there to-morrow.

I said that John *would* go there to-morrow.

Notice that in indirect narration after a past tense *would*, the past form of *will* is used as a future auxiliary.

So also the past form *should* is used in place of *shall*, for example :

I said that I *should* likely go next week.

While, therefore, *shall* and *will* are the regular future auxiliaries, *should* and *would* are so used in indirect narration after a past tense.

## EXERCISE 95

*Point out the future phrases in the following sentences, and separate the auxiliary from the principal verb in each case :*

1. Is death to be feared, that will convey thee to so happy an existence ?
2. I replied that he would oblige me by drinking it.
3. I don't think it will hurt me.
4. When he seeth that the lad is not with us he will die.
5. Judah said, " What shall we say unto my lord ?"

6. Thou wilt injure thyself by the attempt.
7. Wolfe's last words were: "God be praised, I shall die in peace".
8. I thought I should never land that fish.
9. Columbus perceived that it would be of no avail.
10. I feared I should perish before help came.

### CHAPTER LIII

#### FUTURES OF PROMISE OR DETERMINATION

An important distinction in the expressing of future action and state may be observed from a comparison of the following italicized forms :

1. I *shall* go there if all is well.
2. I *will* go at once.
3. I *will* go there in spite of them.

Comparing the second and third sentences with the first we notice :

1. "Will" is used with the first person in place of "shall".
2. "Will" is not here an ordinary future auxiliary, but rather resembles a principal verb expressing promise or determination on the part of the speaker, thus :

I will (promise to) go at once.

I will (am determined to) go in spite of them.

*Compare also the following forms in the second and third persons :*

1. The boy *will* likely go there.
2. The boy *shall* go there.
3. You *shall* go there.

Notice here also :

"Shall" is used in place of "will" in the second and third persons, and expresses the speaker's promise or determination in reference to those spoken about, thus :

You shall (are compelled by me to) go.

In such sentences, therefore, as,

1. I *will* go there.
2. You *shall* go there.
3. He *shall* go there.

"will" and "shall" are not ordinary auxiliaries helping to form a future phrase, but rather express the speaker's promise or determination.

Since, however, such phrases suggest a future act, these forms are treated as future phrases.

Thus we have two forms for the future, as follows :

SIMPLE OR  
TRUE FUTURE  
I shall give  
Thou wilt give  
He will give

FUTURE OF PROMISE  
OR DETERMINATION  
I will give  
Thou shalt give  
He shall give

We shall give  
You will give  
They will give

We will give  
You shall give  
They shall give

#### RULES FOR THE USES OF SHALL AND WILL IN FUTURE PHRASES

Rule 1.—To express simple futurity, use *shall* in the first person and *will* in the second and third.

Rule 2.—To express the speaker's promise or determination, use *will* in the first person and *shall* in the second and third.

NOTE:—A future of promise or determination, like a simple future, uses *should* and *would* in place of *shall* and *will* in indirect narration after a past tense.

Examples :

He determined that John *should* have it.  
I decided that I *would* see him.

## EXERCISE 96

## A

*Classify the future phrases in the following sentences, and explain the use of the auxiliary in each case :*

1. I am happy that I shall not see the surrender of Quebec, I will give no more orders.
2. Say, I will give you the core of my apple.
3. I thought I should die from laughing.
4. Thou shalt dwell in the land of Goshen, and there will I nourish thee.
5. My lord, your commandment shall be done.
6. I said I would do it as soon as possible.
7. He thought of the supper which his wife would have ready for him.
8. You will likely find him there.
9. He shall have it to-morrow if he is better.
10. I resolved that they should return it before noon.
11. Do not tell him or he will be angry.
12. One sword, at least thy rights shall guard,  
One faithful harp shall praise thee.

## B

*Insert the proper auxiliary, "shall" or "will", in each of the following blanks :*

1. What —— he think ?
2. The ruins of this castle —— bury my body ere I consent.
3. Let us run away, or he —— catch us.
4. I wish I had not left the deck, for I —— soon be gone.
5. He says that he —— be unable to wait.
6. I think that these —— suit you.
7. Make haste or you —— be late.
8. I hope we —— see you there.
9. They are determined that she —— go.

C

*Insert the proper auxiliary, "shall", "will", "should", or "would", in each of the following blanks :*

1. I dare say I — make a shift to govern it.
2. You — have whichever you wish.
3. I thought that I — never get away.
4. The boy saw that general ruin — be the consequence.
5. If you wait any longer she — think you are playing, and you — get a scolding.
6. Think not that I — shrink from thee.
7. Hold me at first, Sam, — you ? I — soon get into the way of it.
8. I hope that I — not be late.
9. I supposed that we — be there on time.
10. One threw his arms around his neck and said :  
" You — be burnt, Captain."
11. He had no sooner struck the first chord than I knew what — happen.
12. I trust I — see you there to-morrow.

CHAPTER LIV

SPECIAL USES OF SHALL AND WILL

*Notice carefully the use of "shall" in the following sentence :*

Thou, O God, *shalt* bring them into the pit of destruction ; and deceitful men *shall* not live out half their days.

Here "shall" is used in both the second and third persons, not to denote the speaker's determination, but in the language of *prophecy*.

*Examine also the use of "will" in the following sentences :*

You *will* see to this at once.

The pupils *will* put away their books.

Here "will" is used in the second and third persons in giving a command.

*Compare also the future forms in each of the following pairs of interrogative sentences :*

1. Will you allow them to do that ?
2. Shall you likely have time to see them ?
1. Shall he bring the parcel to you ?
2. Will he likely be there to-day ?

In the first sentence in each pair, we are asking the person addressed about his determination, the expected answers being :

1. I will (or will not) allow them.
2. He shall (or shall not) bring the parcel.

In the second sentences we are asking about the future act merely, the expected answers being :

1. I shall (or shall not) have time.
2. He will (or will not) likely be there to-day.

Notice that in asking questions in the second or third person about the future, we use the same auxiliary, *shall* or *will*, as we expect to be used in the answer.

Rule 3—In asking questions in the second or third person about the future, use the same auxiliary as you expect will be used in the answer.

NOTE:—In asking questions in the first person about the future only the auxiliary *shall* is to be used, for example :

- Shall I close the door ?  
Shall we wait for him ?

## EXERCISE 97

## A

*Explain the use of "shall", "will", "should", or "would" in each of the following sentences :*

1. I will arise and go to my father
2. He thought this would hold gold enough for a lifetime.
3. What wilt thou exchange for it ?
4. He resolved that she should have no food that night.
5. If you kill me, you shall die with me.
6. I will try not to offend him.
7. Be of good courage, and he shall strengthen your heart.
8. If I can stop one heart from breaking, I shall not live in vain.
9. O God, wilt thou be angry with us forever ?
10. Why will you torture an innocent little creature ?
11. You shall have Silvia, for you have well deserved her.
12. She thought that they would disguise their rank.
13. And now we will return to your father's home.

## B

*Insert the proper auxiliary, shall or will, in each of the following sentences :*

1. I —— have this cap or none.
2. —— we meet you there this evening ?
3. It —— be supper time before we get there.
4. He determines that she —— assent to everything he says.
5. I do not think I —— live to see this.
6. I —— make her come, I warrant.
7. They —— not listen when I speak to them.
8. If thou speakest false thou —— hang alive.
9. —— I put this away for you ?

10. I am afraid they —— be late.
11. Do you think he —— pass the examination ?
12. —— he do this first, please ?
13. They —— go there notwithstanding your advice to the contrary.
14. We —— always remember your visit.
15. What —— be done to such a man ?
16. Well for me, for I —— have the more guests.
17. If he takes me up I —— be flogged.
18. Only in sleep —— I behold that dark eye glancing bright.

## C

*Insert the proper auxiliary, "should" or "would", in each of the following sentences :*

1. He determined that she —— assent to everything he said.
2. I did not think I —— live to see this.
3. They thought he —— likely do better there.
4. I was afraid they —— be late.
5. He declared that he —— not return them.
6. We feared that we —— be too late.
7. I realized at length that I —— be unable.
8. Medea gave him a magic ointment which —— give him the strength of seven men.
9. Mother told me to say that she —— come.
10. I knew what he —— do with it.

## CHAPTER LV

## SUBJUNCTIVE PHRASES

In Part III we learned that a verb, by inflection or change of form, could indicate a certain change in the speaker's manner of viewing his assertion, for example :

Thou *art* honest.....Indicative mood.  
 If thou *were* honest.....Subjunctive mood.  
*Be* honest.....Imperative mood.



State the mood of the italicised verb forms in the following groups of sentences, noting especially the value of the verbs "may", "might", "should" and "would" in the several assertions :

1. God *preserve* thee.
2. May God *preserve* thee.
1. O that he *knew* this.
2. O that he *might know* this.
1. Take heed lest you *fail*.
2. Take heed lest you *should fail*.
1. That *were* impossible in such a case.
2. That *would be* impossible in such a case.

Notice concerning these forms :

1. Each form is subjunctive, expressing some action or state as merely thought of, the two forms in each group having the same value.

2. The verbs "may" "might" "should" and "would" are, therefore, auxiliary verbs, merely helping the principal verbs to express, like simple subjunctives, some attribute, not as real, but as wished for or supposed. The verb forms "may preserve", "might know", "should fail", and "would be", as used above, are, therefore, verb phrases used with the values of simple subjunctives.

In the following sentences point out any phrases used with the value of simple subjunctives, stating where possible what simple subjunctive might take the place of the phrase :

1. It would be well to see to it.
2. Take care lest he should get away.
3. If they should succeed, it would be well to write them.
4. We will undertake it whatever he may order.
5. I was afraid lest he might hear too much.

Verb phrases such as "would be", "should get", "may order", "might hear", etc., when used with the value of a simple subjunctive, are called **subjunctive phrases**.

The verbs *may*, *might*, *should* and *would*, when used to introduce a subjunctive phrase, are called **subjunctive auxiliaries**.

**CAUTION** :—*Be especially careful to distinguish between "should" and "would" as subjunctive auxiliaries and as future auxiliaries.*

Examples :

I feared lest he *should* fail. . . . . Subjunctive auxiliary

I determined that he *should* go. . . . . Future auxiliary

(My determination was : " He shall go ").

#### EXERCISE 98

*Point out the subjunctive phrases in the following sentences :*

1. It would be better to tell them.
2. Should he be there, send him to me.
3. A good man would do differently.
4. May they never know this.
5. It would be better if they should find it out.
6. They decided to go, whatever he might think.
7. Take care lest you should miss them.
8. My desire was that he might help you.
9. We will stop him, whoever he may be.
10. Be careful lest you should fall.
11. You should do your exercise at once.
12. Were it good for thee, the master would grant it.

#### DEFINITION

A subjunctive verb phrase is one used with the value of a simple verb in the subjunctive mood.

CHAPTER LVI

PERFECT AND PROGRESSIVE PHRASES

*In each of the following groups of sentences, compare the forms of the verb and the state of the asserted action :*

1. The men *work* to-day.
2. The men *have worked* to-day.
3. The men *are working* to-day.
1. The snow *melts* now.
2. The snow *has melted* now.
3. The snow *is melting* now.

In comparing the forms and the meanings of these italicized verbs we notice :

1. The words "have", and "are", "has", and "is", are auxiliaries helping to make up verb phrases.
2. The simple verb "work", "melts", refers its attribute to the subject in a general way, not indicating anything definite as to the state of the act.
3. The verb phrases "have worked", "has melted", represent the act as completed at the time indicated.
4. The verb phrases "are working", "is melting", represent that the act is continuing or in progress at the time indicated.

*Point out the verb phrases in the following sentences, and decide how the action is represented by each :*

1. Thou hast spoken well, damsel.
2. Take care where you are going.
3. I have learned what he is doing.
4. Two hundred had already assembled, and others were fast coming in.

A verb phrase such as "hast spoken", "have learned", or "had assembled", which definitely repre-

sents an action or state as completed at the time indicated, is called a perfect verb phrase or a perfect phrase.

A verb phrase such as "are going", "is doing", or "were coming", which represents an action or state as going on or in progress, is called a progressive verb phrase or a progressive phrase.

#### EXERCISE 99

*Point out the perfect and the progressive verb phrases in the following sentences :*

1. The man had gone when I got there.
2. The boys were playing ball at the time.
3. John has just gone into the house.
4. She has sent the letter to her friend.
5. The slave was happier than he had been in his master's house.
6. As I was going to school a squirrel ran into its hole.
7. When they had gone he came back.
8. "Where are you going?" said he.
9. The train had left before I arrived.
10. Hark ! the little bee is humming.
11. Brian had left his place and was now standing near the extreme corner.

### CHAPTER LVII

#### PERFECT VERB PHRASES

##### CONJUGATION OF PERFECT PHRASES

*State the time indicated by each of the following perfect phrases :*

1. He has just now closed the office.
2. You had closed the office an hour before.
3. We shall have closed before they arrive.

Perfect phrases, therefore, like the simple verb, have the three tenses, present, past, and future, to indicate the time at which the action or state is described as completed.

*Compare also the moods of the following phrases :*

1. He *had gone* before we arrived.
2. Had he *gone*, it *had been* better.

From these examples we learn that perfect phrases are used in both the indicative and the subjunctive moods.

The following is, therefore, the conjugation of the perfect phrases of the verb "see" :

PRESENT PERFECT

<i>Indicative</i>		<i>Subjunctive</i>
1. I have seen	(If, lest, etc.)	I have seen
2. thou hast seen	"	thou have seen
3. he has seen	"	he have seen
1. we have seen	"	we have seen
2. you have seen	"	you have seen
3. they have seen	"	they have seen

PAST PERFECT

<i>Indicative</i>		<i>Subjunctive</i>
1. I had seen	(If, lest, etc.)	I had seen
2. thou hadst seen	"	thou had seen*
3. he had seen	"	he had seen
1. we had seen	"	we had seen
2. you had seen	"	you had seen
3. they had seen	"	they had seen

\* The indicative form is now used. "If thou hadst been here, my brother had not died."

## FUTURE PERFECT

*Indicative*

I shall have seen  
 thou wilt have seen  
 he will have seen

we shall have seen  
 you will have seen  
 they will have seen

## COMPOSITION OF PERFECT PHRASES

From an examination of the above forms we learn that a perfect verb phrase is composed of:

1. A tense form of the verb *have* as auxiliary, which agrees in person and number with the subject.
2. The perfect participle of the principal verb.

## EXERCISE 100

## A

*Write out the three perfect tenses of the verbs "go" and "wait" in the indicative.*

## B

*Classify the verb phrases in the following sentences :*

1. He had frisked into the sitting-room.
2. You have heard more than this.
3. My wish is that you may succeed.
4. We had not sailed above a league before a dreadful storm arose.
5. You shall have it for you have deserved it.
6. God forbid that I should do so.
7. Each had taken his own proportion of the booty.
8. I shall tell him that I have warned you.
9. I wish that he had told them.
10. How wilt thou answer for the share thou hast taken in this day's work ?

11. He had gone only a short distance when he overtook a man who was trudging along the road.
12. I will lend ear to thy counsel and this youth shall journey with us.

DEFINITION

A perfect verb phrase is one that represents an action or state as completed at the time referred to.

CHAPTER LVIII

PROGRESSIVE PHRASES

CONJUGATION OF PROGRESSIVE PHRASES

*Examine the tenses and moods of the following phrases :*

He is *working* in the garden.

I was *working* there yesterday.

We shall be *leaving* to-morrow.

If I were *going*, I would tell you.

Be *doing* while it is light.

From these examples we may learn that the progressive phrase of a verb, like the simple verb, is used in the various moods, tenses, persons, and numbers, for example :

PRESENT PROGRESSIVE

<i>Indicative</i>	<i>Subjunctive</i>
I am seeing	(If, lest, etc.) I be seeing
thou art seeing	" thou be seeing
he is seeing	" he be seeing
we are seeing	" we be seeing
you are seeing	" you be seeing
they are seeing	" they be seeing

COMPOSITION OF PROGRESSIVE PHRASES

From an examination of the above forms we learn that a progressive phrase is composed of:

1. Some tense form of the verb "be" used as auxiliary, agreeing in person and number with the subject.

2. The imperfect participle of the principal verb.

The full conjugation of the progressive phrase of the verb "see" is given in the appendix.

#### EXERCISE 101

##### A

*Write out the three tenses of the progressive phrases of the verbs "send" and "give" in the indicative.*

##### B

*Classify the verb phrases in the following sentences, giving the mood, tense, person, and number of each:*

1. They were standing by the good captain, who had been so kind to them.
2. Be doing while it is day.
3. He said he had found a man who would undertake it.
4. Had my steel cap been on I had dealt him a blow that had spoilt his retreat.
5. I shall be going there to-morrow.
6. The poor child had been in company with Toil, even while he was doing his best to run away from him.
7. This shall not go on, I will prevent it.

#### DEFINITION

A progressive verb phrase is one that represents an action or state as being in progress at the time referred to.

#### CHAPTER LIX

##### EMPHATIC PHRASES

*Compare the verb forms in the following groups of sentences :*

1. She *speaks* the truth.
2. She *does speak* the truth.
1. I *saw* you there.
2. I *did see* you there.



Notice that the first forms in these groups, " speaks " and " saw " simply assert the attributes *speaking* and *seeing*, while the second verb forms " does speak ", and " did see ", assert the same attributes emphatically.

The verb "do," therefore, is here used as an auxiliary verb, helping the principal verb to make an emphatic assertion.

Verb phrases such as "does speak", and "did see", which are used to make an emphatic assertion, are called **emphatic verb phrases**.

*Examine also the use of this phrase in interrogative sentences, for example :*

*Does he live here ?*

*Did we not see you there ?*

Notice that we do not generally ask these questions with the single verb, for example :

*Lives he here ?*

*Saw I not you there ?*

In asking such questions, therefore, the phrase with *do* is regularly used, though it does not then denote emphasis.

This may be described as the **interrogative** use of the phrase.

#### CONJUGATION OF EMPHATIC PHRASES

*Notice the moods and tenses of the following phrases :*

He does not know the reason.

They did send for it.

Though he do send, refuse him.

Do go at once.

Emphatic phrases are found in the three moods, but in only two tenses, present and past. The full conjugation is therefore, as follows :

### EMPHATIC CONJUGATION OF VERB "SEE"

#### PRESENT EMPHATIC

<i>Indicative</i>	<i>Subjunctive</i>
I do see	(If, lest, etc.) I do see
thou dost see	" thou do see
he does see	" he do see
we do see	" we do see
you do see	" you do see
they do see	" they do see

#### PAST EMPHATIC

<i>Indicative</i>	<i>Subjunctive</i>
I did see	(If, lest, etc.) I did see
thou didst see	" thou did see
he did see	" he did see
we did see	" we did see
you did see	" you did see
they did see	" they did see

#### *Imperative*

Second person—Do thou (or you) see

#### COMPOSITION OF EMPHATIC PHRASES

The emphatic phrase is composed as follows :

1. Some tense form of the auxiliary *do*, agreeing in person and number with the subject.
2. The root infinitive of the principal verb.

#### EXERCISE 163

##### A

Write out the two tenses of the emphatic phrases of the verbs "give" and "work" in the indicative.

## II

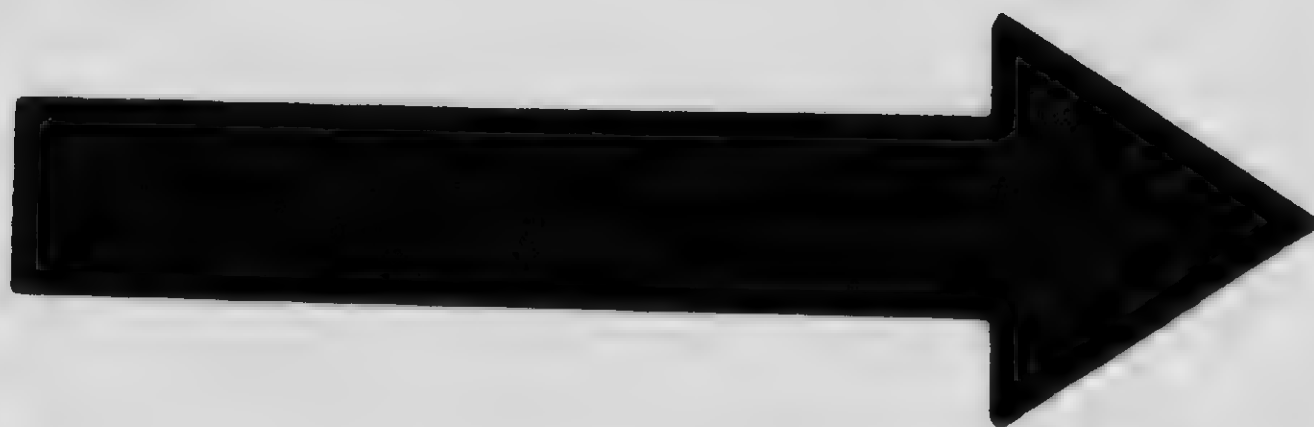
*Classify the verb phrases in the following sentences :*

1. I do not consider that probable.
2. You will have reason to know that he has done his best.
3. They did not attempt to fight.
4. Do tell us about your visit.
5. How did you learn to do them ?
6. Courage, brother, do not stumble.
7. Earthly power doth then show likest God's when mercy seasons justice.
8. Do you know, I have never heard you sing ?
9. The king did not believe that he would keep his word.
10. You will have reason to know that he has done his utmost.
11. The roots had passed under the ditch, and were again spreading themselves over the field.
12. No, no, Master Fox ; I have caught you, and you shall swing.
13. Whence do you come so early, and whither are you going ?

## C

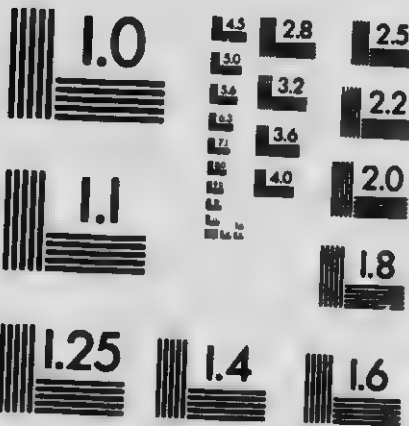
*Fill in the following blanks with the proper forms of the auxiliaries "have", "do", or "be", and name in each case the kind of phrase :*

1. She said she — learning to draw.
2. To his delight he found that he — succeeded.
3. The little gentleman who — taken his cap off, — standing in the middle of the room.
4. Her hood — fallen back from her white face, and her eyes — shining like two stars.
5. What — you crying for ?
6. I wonder what he — found.
7. The Genius told me that I — dwelt long enough upon it.
8. — they send the carriage ?



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9. They — no sooner sat down than they repented.
10. Several who — standing there caught the state of affairs.
11. — you going there now ?
12. I felt pretty sure that we — converted him.
13. The good man — making merry to-night, and — forgotten to bring in his oxen ; lucky it will be if they — not fall a prey to the Black Douglas.

## CHAPTER LX

## PASSIVE PHRASES

*Examine carefully the forms and uses of the verbs in the following sentences :*

The man sees the boy.

The boy is seen by the man.

In the first sentence, the form "sees" represents the person denoted by the subject as acting.

In the second sentence, the form "is seen" represents the person denoted by the subject as acted upon.

The verb form "is seen" asserts the act *seeing*, and is therefore a verb phrase ; "seen" being a principal verb, and "is" an auxiliary.

*Examine the forms of the verbs in the following sentences, and decide in each case whether their subjects represent the one acting, or the one being acted upon :*

1. The window was broken by the girl.
2. He returned the money immediately.
3. I am disturbed by the cars.
4. We saw the games yesterday.
5. The chairs were taken away.
6. The men had left the city.

Phrases such as "was broken", "am disturbed", and "were taken", whose subjects denote a person or thing being acted upon, are called **passive verb phrases**.

Verb forms such as "returned", "saw", and "had left", whose subjects denote a person or thing doing something, are often called **active verb forms**.

This distinction of verbs as *active* forms and *passive* forms is sometimes spoken of as **voice**.

NOTE 1 :—As an intransitive verb does not assert an action that affects an object, a passive verb phrase is regularly made only from a transitive verb.

NOTE 2 :—Since a copula verb does not assert action it is neither active nor passive, the person or thing denoted by the subject neither acting nor being acted upon, for example :

The man *seems* old.  
The stone *was* heavy.

#### CONJUGATION OF PASSIVE PHRASES

*Examine the moods and tenses of the following passive phrases :*

These boys *are known* by you.  
Nothing more *was said* by them.  
O that he *were known* by us.  
He *will be punished* by the teacher to-morrow.  
*Be seen*, but not heard.

From these examples we learn that the passive phrase of a transitive verb, like its simple form, is conjugated in all the moods and tenses, for example :

#### PRESENT TENSE

<i>Indicative</i>	<i>Subjunctive</i>
I am seen	(If, lest, etc.) I be seen
thou art seen	" thou be seen
he is seen	" he be seen
we are seen	" we be seen
you are seen	" you be seen
they are seen	" they be seen

## COMPOSITION OF PASSIVE PHRASES

From an examination of the above forms we learn that a passive phrase is composed of :

1. Some tense form of the verb *be*, agreeing in person and number with the subject.
2. The perfect participle of the principal verb.

The full conjugation of the passive phrase of the verb "see" is given in the appendix.

## EXERCISE 103

## A

*Point out any passive phrases in the following sentences :*

1. I often think of those Shandon bells.
2. The man was hired to do the work.
3. He is called Procrustes the stretcher.
4. A grand lacrosse match was organized at each post.
5. The men were rescued by a party from the fort.
6. The city was inclosed by a stone wall.
7. The crew poised their oars.
8. The jackets were thrown on shore.
9. An ingenious stratagem was devised.
10. Come with me into the study.
11. The glasses were filled each by its owner.
12. Does he shoe horses well?
13. I was forced to leave the room.
14. All the people were running into the street.
15. These will be sent to-morrow.

## B

*In the following exercise change the active sentences to passive, and the passive to active :*

1. We were helped by the man.
2. The boy brought the parcels from the store.
3. A child of seven years old might hit yonder target.
4. By whom was this seat broken?



5. You shall be obeyed by me at least.
6. They continued a kind of hobbling march on the broken arches.
7. Fear compelled me to do this.
8. This noise will be heard by the teacher.
9. They will bear him to the ship.
10. He was persuaded by the host to remain over night.

#### DEFINITIONS

1. An active verb form is one that represents the person or thing denoted by its subject as acting.
2. A passive verb phrase is one that represents the person or thing denoted by its subject as being acted upon.

### CHAPTER LXI

#### VERB PHRASES

##### COMPOUND FORMS

We have now learned that the verb has, in addition to its simple forms, six kinds of phrases, namely :

- |                         |                        |
|-------------------------|------------------------|
| 1. Future phrases.      | 4. Progressive phrases |
| 2. Subjunctive phrases. | 5. Emphatic phrases    |
| 3. Perfect phrases.     | 6. Passive phrases.    |

In addition to these six classes of verb phrases, we find many phrases belonging to two or more of these classes.

Examine, for instance, the future tense of the perfect phrase :

*He will have gone by that time.*

"Will have gone" is a compound phrase containing both a future and a perfect auxiliary, and is composed as follows :

1. "will"—a future auxiliary, agreeing in person and number with the subject.
2. "have"—root infinitive after "will", used as a perfect auxiliary.

3. "gone"—perfect participle after the auxiliary "have", the principal verb of the phrase.

Other examples of compound phrases are as follows :

- I shall be seeing* ..... Future and progressive  
*I shall be seen* ..... Future and passive  
*I have been seeing* ..... Perfect and progressive  
*O that he may have seen* ..... Subjunctive and perfect  
*O that he may be seen* ..... Subjunctive and passive  
*O that he may have been seen* . . Subjunctive, perfect, and passive

#### EXERCISE 104

##### A

*Classify the verb phrases in the following sentences :*

1. The camel is fed upon dates and barley.
2. If you had sent, they would have given it.
3. Strange footsteps were heard without.
4. We had been standing there only a few minutes.
5. He has been waiting too long now.
6. People said she had been trying to warm herself.
7. He was floating on the mast to which he had bound himself.
8. They would have dropped the rope, had they not been afraid, as I was addressing them rather forcibly from the boat.
9. He decided that she should be sent away.
10. The work was being done very poorly.
11. This has been done much better.
12. May the God of Abraham be praised.
13. It will be found where you left it.

##### B

*Write out examples of each of the following verbs :*

1. Perfect progressive of *give*.
2. Progressive passive of *send*.
3. Perfect passive of *know*.
4. Subjunctive passive of *find*.
5. Subjunctive perfect passive of *break*.

# CHAPTER LXII

## DISTINGUISHING AUXILIARY VERBS

In concluding our work on verb phrases let us again distinguish between an auxiliary and a principal verb, remembering especially that a verb is principal when it asserts an attribute about the subject.

Examine, for example :

You can go.

You must go.

You ought to go.

In these examples, each verb—"can", "must", "ought"—expresses a distinct idea—ability, obligation, duty.

"Can", "must", and "ought" are, therefore, principal verbs, followed by objective infinitives.

The following is a review of the various auxiliary verbs, with a comparison of their auxiliary and their principal uses :

- |          |                                      |                                       |
|----------|--------------------------------------|---------------------------------------|
| Will :   | He <i>will</i> go soon.....          | Future auxiliary.                     |
|          | He <i>will</i> go in spite of us...  | Principal verb.                       |
|          | I thought I <i>should</i> be late... | Future auxiliary.                     |
| Should : | If he <i>should</i> come, tell him.. | Subjunctive auxiliary                 |
|          | You <i>should</i> come.....          | Principal verb.                       |
|          | I thought he <i>would</i> go. ....   | Future auxiliary.                     |
| Would :  | That <i>would</i> be impossible..    | Subjunctive auxiliary.                |
|          | They <i>would</i> have their way..   | Principal verb.                       |
| May :    | <i>May</i> you be happy.....         | Subjunctive auxiliary.                |
|          | You <i>may</i> have it.....          | Principal verb, asserting permission. |
| Be :     | He <i>is</i> working.....            | Progressive auxiliary.                |
|          | The man <i>is</i> honest.....        | Principal verb (copula).              |

- Have : They *have* gone home. . . . Perfect auxiliary.  
 They *have* the money. . . . Principal verb.
- Do : He *does* know them. . . . Emphatic auxiliary.  
 He *does* his duty. . . . Principal verb.

There will be found in the appendix the complete conjugation of a transitive verb in all its forms and phrases. Only transitive verbs have passive forms.

#### PARSING OF VERB PHRASES

In parsing a verb phrase, mention first its kind or kinds, and classify the principal verb ; next give the inflections of the phrase in regular order.

#### MODEL

1. Do take it for him, John.
2. The men had been waiting some time.

"Do take"—A verb phrase of the verb "take", transitive, of the old conjugation, active, imperative mood, present emphatic, second singular, agreeing with the subject "thou" understood.

NOTE :—Omit voice in parsing other than transitive verbs.

"had been waiting"—A verb phrase of the verb "wait", intransitive, of the new conjugation, indicative mood, past perfect progressive, third plural, agreeing with the subject "men."

#### EXERCISE 105

*Parse the verb phrases in the following sentences :*

1. The fire was spreading through all parts, wher Ulrica, who had first kindled it, appeared.
2. We shall all be punished, if we do this.
3. He was followed by his Saracens, who had mounted their horses.

4. We demand that they be delivered to us at once.
5. Do say what you will do.
6. I have been thinking over your offer.
7. Tell me if thou yet seest anything thou dost not comprehend.
8. Take care lest you should be seen.

## CHAPTER LXIII

SOME PHRASAL FORMS OF INFINITIVES  
AND PARTICIPLES

The infinitives and participles, like the verbs, may take perfect, progressive, or passive phrasal forms.

He regrets *having sent* there.... Perfect gerund.

*To be sent* there was a mistake... Passive gerundial infinitive.

The man *having done* the work would not wait longer.....  
Perfect phrasal participle.

The infinitives and participles may also take compound phrasal forms, for example :

He regrets *having been sent* there.... Perfect passive gerund.

Who heard of this *having been done*?... Perfect passive participle.

We believed him *to have been going*... Perfect progressive gerundial infinitive.

## EXERCISE 106

Describe the forms of the infinitives and participles in the following sentences :

1. The yeoman having accomplished his mission, returned to headquarters.
2. I was sorry to have given you trouble.
3. He was afraid of being sent away.
4. They did not wish to be separated.
5. They could stand there without being seen.
6. There is nothing prettier to be seen in the woods.

7. The material, having been heated, bends quite easily.
8. I did not like his having gone there.
9. They are preserved by being wrapped in paper.
10. You deserve to be punished.

#### FORMS IN "ING" DISTINGUISHED

*In the following groups of sentences compare carefully the verbal force of the forms ending in "ing" :*

1. The bird *singing* in the garden is a canary.
2. A *singing* bird was feeding in the cage.
1. The girl *hanging* out the clothes will see them.
2. A *hanging* basket fell beside her.
1. I found the man *amusing* the company.
2. This is an *amusing* book.
1. *Crossing* a muddy street at night is unpleasant.
2. The *crossing* over the street was muddy.
1. *Standing* here all day is hard work.
2. The *standing* of the pupil is very low.

In the first sentence of each group the form in "ing" in addition to being a noun or adjective, also asserts in an indefinite way the verbal attribute, and is thus able to take verbal adjuncts after it.

In the second sentences the forms in "ing" do not imply any assertion or take verbal adjuncts, being merely adjectives describing objects, or nouns naming actions. These forms, when so used, are not to be called gerunds or participles, but merely nouns or adjectives.

**CAUTION :—***Care must be taken not to confound with the participle, a gerund with a preposition omitted before it, for example :*

- I am tired (of) speaking about it.
- He is busy (at) exercising.
- He has gone (on) fishing.
- He made some money (by) selling papers.

EXERCISE 107

*Classify the following forms i. "ing" as gerunds, participles, nouns, and adjectives.*

1. The invading army was now forced to retreat.
2. Standing here is very tiresome.
3. He is known to have commanded trading vessels.
4. We find men for the love of Master Davis leaving their fireside.
5. The man has gone hunting.
6. He felt the planks bending beneath his feet.
7. The man belongs to an adjoining parish.
8. A clearing in the forest came in view.
9. After cleaning it, I filled it with water.
10. The lowing of the cattle was then heard.
11. Lean not upon thine own understanding.
12. We can have happiness only by having right feelings toward others.
13. The beginning of the story was the best part.
14. An opening in the wall let us out.
15. A small filing entered his eye.
16. Squeers, striking his head against it, lay at full length on the ground.
17. He broke the pole attempting to push out a log.

DEFECTIVE AND IRREGULAR FORMS

A few English verbs are defective, or lack certain of their parts.

The verb *may*, for example, has no infinitives or participles, and does not therefore have any phrase forms. We cannot say: "I shall may", etc. Thus these verbs have only the present and the past tenses. A few verbs are used only in the present tense.

## LIST OF DEFECTIVE VERBS

<i>Present</i>	<i>Past</i>
can	could
may	might
<del>must</del>	
shall	should
will	would
ought	
beware	
methinks	methought

NOTE:—The principal verb *will*, however, is not defective.

Examples :

1. He has willed otherwise.
2. I have willed the property to you.

## IRREGULAR INFLECTED FORMS

Compare the ending of the third singular in the following verbs :

He <i>needs</i> the money.	He <i>dares</i> me to go.
He <i>need</i> not go.	He <i>dare</i> not go.
She <i>waits</i> for us.	He <i>sees</i> the men.
She <i>can</i> go.	He <i>may</i> leave.

Some verbs always, and others occasionally, do not add "s" to the third singular present indicative.

## CONTRACTED FORMS

I have  
 Thou ha(ve)st . . . hast  
 He ha(ve)s . . . . . has  
 We ha(ve)d . . . . . had

Such contractions are usually spoken of as irregularities in inflection.



## EXERCISE 108 (REVIEW)

## A

*Analyze by clauses, classify the verb phrases, and parse the italicized words :*

When the venison they had taken was all eaten, and they were going out for more, *Fidele* could not accompany them because she was unwell.

I see *that* you are angry with *me* ; but, sirs, if you kill me for my fault, know that I should have died if I had not taken it.

Before the king died, the good earl of Kent, *who* had attended his *master's* steps from the first, tried to make him understand that he had followed him under the name of Caius ; but *Lear* could not comprehend how *that* could be, or how Kent and Caius could be the same person.

## B

*Analyze the following sentences, and classify the adjectives, adverbs, and verb phrases :*

The apartment in which the Saxon chiefs were confined, had formerly been the great hall of the castle. It was now abandoned to meaner purposes, because the present lord had erected a new hall whose vaulted roof was supported by lighter and more elegant pillars, and fitted up with that higher degree of ornament which the Normans had already introduced.

## C

*Parse the nouns, pronouns, verbs, and verb phrases in the following sentences :*

When the ship was still, Hands turned partly round and writhed himself back to the position in which I had seen him first. The moan, which told of pain and deadly weakness, went to my heart. But when I remembered the talk I had overheard, all pity left me.

## D

*Classify, with reasons, the infinitives, participles, and conjunctions in the following sentences :*

The barrel shook as he leaned his shoulders against it, and I was about to jump up when the man began to speak. It was Silver's voice, and, before I had heard a dozen words, I would not have shown myself for all the world.

## E

*Parse the italicized words in the following sentences :*

When Spring with dewy fingers *cold*,  
Returns *to deck* their hallowed mould,  
She *there shall dress* a sweeter sod  
Than *Fancy's* feet have *ever* trod.

*Do, thou set forward to find* out this Wilfred of Ivanhoe, I *will hie* me to the city of York where many warriors have assembled, and I will find *among* them *some one* who will do battle for *thy* daughter.

*Remembering* the caution of the spirit *who* had counselled him, *he would have turned*, but Macduff, who had been seeking him, *opposed his* turning.

## PART V

## SPECIAL CONSTRUCTIONS

## CHAPTER LXIV

## CASE CONSTRUCTIONS

We learned in Chap. XXXVIII that nouns and pronouns are sometimes inflected to indicate the three relations (subjective, possessive, and objective) in which they may be used in the sentence.

We shall now consider in greater detail the various constructions of each of these cases.

## USES OF THE NOMINATIVE CASE

## 1. SUBJECT NOMINATIVE

It has already been seen that the nominative form is always used when a noun or pronoun is subject of the sentence, for example :

*He* came yesterday.

The *boy* came yesterday.

## 2. PREDICATE NOMINATIVE

It was also seen in Chap. XXXVIII that a noun or pronoun used as a subjective completion is in the nominative case, agreeing with the subject, for example :

This is *he*.

This is the *boy*.

It was *she*.

It was the *girl*.

## 3. NOMINATIVE OF ADDRESS

*Notice the case form of the italicized nouns and pronouns in the following sentences :*

*Thou* sweet *Nymph*, how shall we greet thee ?

*Ye* rogues, what brought you here ?

From these examples we learn that the nominative form of the noun or pronoun is used in an address. For this reason a noun or pronoun used to name a person or thing addressed is said to be in the nominative of address.

## EXERCISE 109

*Point out each noun or pronoun in the nominative case in the following sentences, and state how it is used :*

1. Miller's face and attitude are a study.
2. Zyps of Zirl, thou hunted and hunting outlaw, art thou out upon the heights ?
3. " You must be more careful, sir," said Jerry.
4. Am I a dog, that thou comest to me with staves ?
5.       O my children,  
      Life is sunshine, life is shadow ;  
      Life is chequered shade and sunshine,  
      Rule by love, O Hiawatha !

## 4. NOMINATIVE ABSOLUTE

*Examine the italicized parts of the following sentences, noting :*

1. *The grammatical value of the italicized phrase.*
2. *The parts composing the phrase.*
3. *The case of the noun forming the first part of the phrase.*

- (1) *The horses being sick*, I walked home.
- (2) *The teacher being absent*, we had no school.

In each of these sentences notice concerning the italicized phrase :

1. It is an adverbial phrase, modifying the predicate of the sentence.

2. It is composed of two parts—noun and adjective—the adjective part modifying the noun.

3. The noun by itself has no grammatical relation in the sentence ; it is, however, in the nominative case, as the sentences may be written thus :

*They* being sick, I walked home.

*He* being absent, we had no school.

Because such a noun or pronoun is in the nominative case, and has no grammatical relation in the sentence, it is said to be in the **nominative absolute**.

## EXERCISE 110

*In the following sentences state the use of each noun and pronoun in the nominative case :*

1. Ye silent Cataracts ! who bade the sun clothe you with rainbows ?
2. The harvest now being over, the men began the fall ploughing.
3. Thou, to whom every faun and satyr flies,  
Hear us, O satyr King !
4. Be a man, John.
5. I am the unhappy Jewess, for whom your husband hazarded his life.
6. I know that he would not be a wolf but that he sees that the Romans are but sheep.
7. The day being fair, we drove to town.
8. Nor you, ye proud, impute to these the fault.
9. Hickory nuts are his favourite food.
10. The hunters came on rapidly, our friend leading the way.
11. He came forward like lightning, his back flat, his teeth set.

## CHAPTER LXV

## THE POSSESSIVE CASE

## 1. JOINED TO A NOUN

We have already learned that the possessive form of a noun or pronoun, in addition to denoting a possessor, is used in the sentence with the value of an adjective, to modify a noun, for example :

Bring me the *boy's* book.

The *children's* toys are broken.

*His* pen is lost.

## 2. NOT JOINED TO A NOUN

*Examine the possessives in the following groups, noting especially the relation of those italicized :*

1. John's book is here but *Mary's* has disappeared.
2. Your eyes are blue but *his* are gray.

Through the omission of the nouns "book" and "eyes", the italicized possessives seem to be used not as adjectives, but as the subject of "has disappeared", and "are", respectively.

*Note the construction of the following possessives :*

1. He has John's book, but I have *Mary's*.
2. He has gone to the *baker's* (shop).
3. If you have no pen, you may borrow *hers*.

Here also, through the omission of the nouns "book", "shop", and "pen", each italicized possessive is used as an object after a verb or preposition.

*Examine also the construction of the following possessives :*

1. This is Philip's knife, but that is *John's*.
2. This is the *boy's* and that is *yours*.

Here the italicized words are used with the value of a noun in the predicate nominative.

NOTE 1 :—All these possessives may, however, be treated as ordinary possessives by supplying the omitted nouns.

NOTE 2 :—We have seen that certain pronouns take a different form in the possessive, when not joined to a noun.

Examples :

*My* book is on the desk.

*Mine* is on the desk.

This is *her* book.

This is *hers*.

For other possessives having two forms, see page 118.

### 3. SUBSTITUTE FOR POSSESSIVE

*Compare the meanings of the following italicized forms :*

1. The *baker's* wife gave the crickets.
2. The wife of *the baker* gave the crickets.
1. He married the *king's* daughter.
2. He married the daughter of *the king*.

An adjective phrase beginning with " of " may often be used in place of the possessive.

### 4. DOUBLE POSSESSIVES

*Compare the modes of denoting possession in the following sentences :*

1. The *king's* son brought the message.
2. A son of *the king* brought the message.
3. A son of *the king's* brought the message.

In the last example, the phrase " of the king's " has both the preposition " of " and the apostrophe and " s " denoting possession. Such a construction is called a **double possessive**.

## 5. COMPOUND POSSESSIVES

*Compare carefully the forms and meanings of the following compound possessives :*

John's and William's skates are here.

John and William's skates are here.

When a compound possessive denotes separate ownership, the apostrophe and "s" are added to both nouns. If the compound possessive denotes joint ownership, the apostrophe and "s" are added to the last noun only.

## EXERCISE III

*Point out the possessives in the following sentences, and give the relation of each :*

1. There is a hunter's hand for thee.
2. The cables of the ships were cut.
3. Evan's, Donald's fame rings in each clansman's ear.
4. The air is as balmy as Eden's was.
5. A sail of a few days brought us there.
6. How far is it to your friend's ?
7. The small dog is our neighbour's.
8. I met a friend of John's yesterday.
9. Father has gone to the doctor's.
10. Mary and Jane's mother was here to-day.
11. Do you wish Webster's or Worcester's dictionary ?

## CHAPTER LXVI

## THE OBJECTIVE CASE

## 1. OBJECT OF A VERB OR A PREPOSITION

We have already noticed that the objective form is used when a noun or pronoun has the following relations :

- (a) *Object of a verb*, as : We saw the boy. We saw *him*.
- (b) *Object of a preposition*, as : They came with the boy. They came with *him*.



## 2. SUBJECT OF AN INFINITIVE

*Compare the italicized nouns and pronouns in the following sentences :*

1. I believe that *he* is guilty.
2. I believe *him* to be guilty.
1. I believe that the *man* is guilty.
2. I believe the *man* to be guilty.

In the second sentence of each group, the words "him" and "man", which are objects of the verb "believe", are also subjects of the infinitive "to be".

A noun or pronoun used as above, as the subject of an infinitive, is in the objective case.

## 3. AS COMPLETION OF AN INFINITIVE

*Notice the forms of the subjects and completions of the copula infinitive in the following sentences :*

I believe *them* to be the *men*.  
I believe *this* to be *him*.

Here the completions of the infinitive, "men" and "him", are in the objective form, agreeing in case with the subjects "them" and "this".

## 4. COGNATE OBJECT

*Compare the meaning of the verb and of the object in the following sentences :*

He *ran* a *race*.  
She *sang* a *song*.

When a noun used as an object is kindred in meaning to the verb that governs it, the object is called a **cognate object**.

Cognate means "kindred to", the object being allied in meaning to the verb.

## EXERCISE 112

*In the following sentences select the nouns and pronouns in the objective case, and explain how each is used :*

1. They clasped his neck, they kissed his cheeks,  
They held him by the hand.
2. I believe him to be the boy.
3. Tom heard the keeper beating the clump.
4. I wished him to take a walk.
5. I caused the gate to be opened, placed a sentinel there, and went down to the river to meet them.
6. I want you to bear this in mind.
7. He bore the banner of the free.  
And fought the fight whereof our children know.
8. He knew him to be the archer.

## CHAPTER LXVII

## 5. DIRECT AND INDIRECT OBJECTS

*In each of the following sentences compare how the person and thing denoted by the objects are affected by the action :*

The man made the boy a kite.

The man gave the girl a book.

Notice that "kite" and "book" are both objects, each being necessary to complete the meaning of the verb of its sentence, and denoting something that is directly acted upon by the person denoted by the subject.

Notice further that though "boy" and "girl" do not seem necessary to complete the meaning of the verbs, they represent objects indirectly acted upon,—the ones to or for whom the act is performed.

*Point out the objects in the following sentences, and tell whether they represent that on which the act is directly performed, or that to or for which the act is performed :*

We paid the man the money.

John lent me his reader.

Objects such as "money" and "reader", which represent that upon which the action of the verb directly falls, are called **direct objects**.

Objects such as "man" and "me", which represent the one to or for whom the action is performed, are called **indirect objects**.

**NOTE:**—Observe that when the indirect object is placed after the direct, it then becomes an object after the preposition "to", or "for", for example :

We paid the money to the man.

#### EXERCISE 113

*Point out the objects in the following sentences, and classify them as direct or indirect objects :*

1. His father promised him a book.
2. The pupils told the teacher the truth.
3. The man showed us the squirrel.
4. Our uncle bought us presents.
5. Jane offered Mary her doll.
6. I brought the teacher an apple.
7. He paid the workmen.
8. He will get you some plants.
9. He sent the parcel.
10. John sold James his new top.

#### DEFINITIONS

1. A direct object represents the person or thing immediately affected by the action of the verb.

2. An indirect object represents the person or thing indirectly affected by the action of the verb.

#### 6. DIRECT AND INDIRECT OBJECTS IN SENTENCES IN THE PASSIVE

*Examine the following sentences :*

1. The teacher gave the boy a book.
2. A book was given the boy by the teacher.
3. The boy was given a book by the teacher.

In changing to the passive a sentence with direct and indirect objects, notice :

1. We may, as in the second example, use the *direct* object as subject in the passive, and leave the *indirect* object in the predicate.

2. We may use the *indirect* object as subject in the passive, and leave the *direct* object in the predicate.

*In the following sentences, tell whether the direct or indirect object has been used as subject :*

1. The children were promised presents.
2. The money was paid the man.
3. I was told a good story last night.
4. My friend was left some money.
5. The answer was shown the teacher.
6. The members were refused copies.

#### EXERCISE 114

##### A

*Write out two passive forms for each of the following sentences in the active :*

1. I gave him the parcel after four o'clock.
2. My uncle has bought me a new top.
3. We will send our friends the news.
4. The teacher offered me a pencil.
5. An Indian sold them the fur.
6. They pay the men wages.
7. Our aunt was teaching us knitting.

##### B

*Point out the objects in the following sentences, and state whether they are indirect or direct :*

1. The little boy cut his finger.
2. They were sent a letter.
3. Mary has given the man her ticket.
4. The little boy was given a present.
5. Some cakes were offered the child.
6. Have you paid the money ?
7. Some food was given the poor old man.
8. She was shown her mistake.
9. The money was refused him.
10. James has been awarded second prize.

## CHAPTER LXVIII

## 7. ADVERBIAL OBJECTIVE

*Note carefully the grammatical values of the italicized words in the following sentences :*

1. That *day* was very cold.
2. The *man* came *then*.
3. The *man* came that *day*.

In the first sentence "day" is a noun, naming the thing spoken about. In the second sentence "then" is an adverb, telling when the man came. In the third sentence the noun "day" takes the place of the adverb, but still names something.

*Compare also the italicized words in the following groups :*

1. The boy waited *long*.
2. The boy waited an *hour*.
1. The river is *very* wide.
2. The river is a *mile* wide.
1. They returned *considerably* sooner.
2. They returned a *year* sooner.

Notice concerning the words "hour", "mile", and "year" in the second sentences :

1. They take the places of adverbs to modify a verb, an adjective, and an adverb respectively.
2. They name objects and are, therefore, nouns.

From the fact that a preposition might be supplied before these nouns, as : "The boy waited for an hour", etc., we may infer that they are in the objective case. A noun used with the value of an adverb is called an adverbial objective.

## EXERCISE 115

*Point out the adverbial objectives in the following sentences, and tell what each modifies :*

1. The book cost a dollar. 2. The farm is five fields long. 3. The boy returned two hours earlier. 4. They ran eight miles an hour. 5. We have lived here eight months. 6. This parcel weighs ten pounds. 7. The meeting was two hours long. 8. We called on him next day. 9. This box is a pound lighter. 10. The ship waited there a day. 11. Your father was here last night. 12. Come back next week.

## DEFINITION

An adverbial objective is a noun used in the sentence with the value of an adverb.

## CHAPTER LXIX

## APPOSITIVE MODIFIERS

*Note carefully the uses of the italicized words in the following sentences :*

1. Jerry, the *manager*, was a tall man.
2. Her child, a charming *fawn*, was her sole companion.
3. We, *John* and *I*, will take it.

Notice concerning each of these words :

1. It is a noun or pronoun denoting the same person or thing as another noun or pronoun to which it is related.
2. It modifies this noun or pronoun with the value of an adjective.

*In the following sentences, point out each noun or pronoun which modifies another noun or pronoun, and denotes the same person or thing :*

1. Milton, the poet, was blind.
2. I met the farmer, him whom you visited.
3. Regulus, a famous soldier, had been captured.
4. I draw water for him, the torment of all men.

A noun or pronoun such as "poet", "him", "soldier", and "torment", which is added to another noun or pronoun to modify it, and denotes the same person or thing, is called an **appositive**.

CASE OF APPOSITIVES

*Compare the case form of each of the following appositives with that of the word it modifies:*

1. An honest man, *he* with upright intentions, will gain respect.
2. Their, *my friends'*, visit was short.
3. We, *John and I*, will take it.
4. Tell the porter, *him* standing yonder.

An appositive noun or pronoun agrees in case with the noun or pronoun which it modifies.

NOTE:—When a noun in the possessive case has joined to it an appositive noun, the possessive sign is usually added to the latter, for example :

Isaac brought her to his mother *Sarah's* tent.

EXERCISE 116

*Point out the appositives in the following sentences, and give the case of each :*

1. Cicero, the orator, was a Roman.
2. We bought it at Smith the baker's.
3. He met our friend, the grocer.
4. Toronto, the capital of Ontario, is in York county.
5. Black ants came forward to welcome them—children of their race.
6. My unfortunate friend, the waiter, did not appear to be disturbed.
7. Jason bore home with him Medea, the beautiful witch maiden.
8. Miles Standish, the captain, strode with a martial air.
9. He unsheathed his scimitar, a curved and narrow blade.

## EXERCISE 117 (REVIEW)

*Give the case of the nouns and pronouns in the following sentences, and explain how each is used :*

1. He bounds from tree to tree, inspired by the subtle spirit of winter.
2. We supposed him to be the owner.
3. We heard the hawk's cry.
4. They believed the stranger to be a rogue.
5. I am a poor quiet man, a native of the place, and a loyal subject of the king, God bless him !
6. The postboy rang a large porter's bell, which resounded through the frosty air.
7. The most interesting couple was the young officer, and a ward of the squire's.
8. From Poets' Corner I continued my stroll to another part of the Abbey.
9. When you meet your brothers, the English, tell them my name.
10. The sole companion of the doe was her only child, a charming little fawn.
11. He walked ten miles, a long distance.
12. I have fought a good fight, I have kept the faith.
13. That book cost me two dollars.

## CHAPTER LXX

## OTHER FORMS OF NOUNS

We observed in Part I that certain words or groups of words, although not ordinary name words, were nevertheless used in the sentence with the value of nouns, as follows :

1. Pronouns. It was shown in discussing the various case relations, that pronouns may be used in the same constructions as nouns.



2. Adjectives. Words ordinarily adjectives may be used as nouns, for example :

We admire the *honest*. Do the *right*.

3. Adverbs. Words ordinarily adverbs are sometimes used as subjects or objects, as :

Do you know the *ins* and *outs* of it ?

He is none by *now*.

*Here* is better than *there*.

4. A word. Any word, spoken of as a word, may be used in the sentence with a noun value, as :

*If* is a word of two letters.

*Him* is an objective form.

5. Infinitives. Infinitives with or without other words joined to them usually have, as we have already seen, a noun value in the sentence, for example :

*Seeing* is *believing*. I wish *to be there*. This comes from *having gone with them*. Some people like *to be admired*.

6. Clauses. We learned in Part I that one of the three classes into which subordinate clauses are divided is the *noun clause*.

The following examples will illustrate the ordinary constructions of the noun clause in the complex sentence.

(a) As subject:

*What you say* is true.

It is certain *that they had it*.

(b) As object of a verb or preposition :

They know *what is best*.

They spoke of *what they would do*.

(c) As predicate noun :

My belief is *that you were there*.

My hope is *that you may succeed*.

## (d) As noun in apposition :

The statement *that he was there* is denied.

The fact *that he was there* is against him.

## (e) As subject or completion of an infinitive :

I believe *what you say* to be true.

I understand this to be *what he said*.

## (f) As a nominative absolute :

*What you say* being true, we will come.

*What they sent* being bad, we took it back.

## CHAPTER LXXI

## PRONOUN CONSTRUCTIONS (PERSONAL)

We have already seen in Part III that the plural forms of the second person are generally used in speaking to one person, the singular forms being mainly confined to poetry and the solemn style, for example :

Delight *thyself* in the Lord ; and he shall give *thee* the desire of *thine* heart.

*Examine also the uses of the plural forms of the first person in the following sentences :*

" *We* know ", said the king, " that *our* people will uphold *us* in these measures."

*We* gave an account of this in *our* first volume.

The plural forms of the first person are often used in place of the singular by rulers and writers.

## COMPOUND PERSONAL PRONOUNS

*Compare also the forms of the following personal pronouns :*

The boy hurt *me*.

I hurt *myself*.

*You* saw the boy there.

*Yourselves* saw the boy there.

Such personal pronoun forms as *myself* and *yourselves*, which are formed by joining together two simple words, are called **compound personal pronouns**.

Personal pronouns may, therefore, be further classified into :

1. Simple personal pronouns.
2. Compound personal pronouns.

NOTE :—Some demonstrative pronouns also have compound forms, for example :

He hurt *himself*.

#### • USES OF THE COMPOUND FORMS

*Compare the uses of the simple and the compound forms in the following sentences :*

They hurt *me*.

I hurt *myself*.

He bought it for *me*.

I bought it for *myself*.

He disgraces *you*.

You disgrace *yourself*.

Notice concerning these compound forms :

1. They are all used as object of a verb or preposition.

2. They refer back to and denote the same person as the subject. This is known as the **reflexive** use of the compound forms.

*Examine also the uses of the compound forms in the following sentences :*

I saw it there.

I *myself* saw it there.

You heard what was said.

You *yourselves* heard what was said.

I looked for *you*.

I looked for *you yourself*.

Here the compound forms are used as emphatic appositives, adding emphasis to the word to which they are related. This is known as the **emphatic** use of the compound forms.

*Compare, however, the following sentences :*

I made this with my knife.

I *myself* made this with my *own* knife.

You have it in your hand.

You *yourself* have it in your *own* hand.

Notice that in emphasizing the possessive forms, the emphatic adjective "own" is used, and not the compound pronoun.

The compound forms of the *demonstrative* pronouns have the same uses, for example :

The boy hurt *himself*..... Reflexive.

The boy *himself* did it ..... Emphatic.

#### EXERCISE 118

##### A

*Point out the compound pronouns, personal and demonstrative, in the following sentences, and tell how they are used :*

1. You may think yourself fortunate.
2. Ye yourselves know how ye ought to act.
3. I know nothing by myself.
4. He himself is judge of no man.
5. I placed myself at their head.
6. "God preserve us !" said Ronald to himself.

7. She herself took charge of the fourth bastion.
8. Squeers, having refreshed himself with his dinner, made his appearance.
9. We were ourselves in fear for their safety.
10. You have brought it upon yourself.

## E

*Fill in each blank in the following sentences with the proper pronouns—I, me, myself.*

1. He and — must be there.
2. Did he ask for John or — ?
3. It was — who told you.
4. I think — that — ought to go.
5. Do you think it better for — to go ?
6. He said either you or — might go.
7. Between you and — he was there.
8. He wishes John or — to call.
9. Either William or — will call.
10. I thought to — that it would be better for you and —.

## C

*We, us, ourselves.*

1. They were talking and not —.
2. We would disgrace — by such conduct.
3. He supposed — to be going.
4. Did you think — had forgotten ?
5. Everybody but — had left.
6. It was — whom you saw.
7. — Canadians are loyal to the crown.
8. We would be angry — in such a case.
9. Did you see — boys standing there ?
10. Did you imagine it to be — ?
11. They can go better than —.
12. Was it for — to complain ?

## CHAPTER LXXII

## DEMONSTRATIVE PRONOUNS

As we have already seen, a demonstrative pronoun is one that points out or indicates definitely the object to which it refers. The demonstrative pronouns are *this*, *that*, *he*, *she*, and *it*, with their various forms.

*Compare the uses of the demonstrative pronouns in the following sentences :*

*This* is mine but *these* are yours.

The girl bought the pens. *She* put *them* on the desk.

In the first sentence the demonstrative pronouns, "This" and "these" refer to objects in view, to which the speaker directs our attention.

In the second sentence the demonstrative pronouns "She" and "them" refer to objects whose names have been already mentioned ("girl" and "pens"), the pronouns taking the place of these nouns.

Although all our demonstrative pronouns may at times be used in either of these ways, they are divided into two classes on the above basis.

1. Those demonstrative pronouns which especially point to or direct our attention to the objects themselves, as : *this*, *that*, *these*, *those*.

These may be called **simple demonstratives**.

2. Those pronouns which especially take the place of some noun already expressed or easily understood, as the various forms of *he*, *she*, and *it*.

Because these pronouns are especially used in referring to some person or thing being spoken of, they are called **demonstratives of the third person**.

USES OF THE SIMPLE DEMONSTRATIVES

*Examine the uses of the demonstrative pronouns in the following sentences, noting especially the position, in reference to the speaker, of the objects to which attention is directed :*

*This* is mine ; *that* is yours.

I shall take *these* ; you bring *those*.

*This*, and its plural *these*, when used to direct attention to objects, refer to objects near the speaker.

*That* and *those*, when used to direct attention to objects, refer to objects remote from the speaker.

NOTE:—These pronouns are not inflected for case, the only forms being *this*, *these* (plural); *that*, *those* (plural), which may be used in the nominative and the objective relations.

DEMONSTRATIVES OF THE THIRD PERSON

*Compare the uses of the following pronouns :*

Ask the boy if *he* is going.

Tell the girl when *she* arrives.

Put the book where *it* was.

Since these demonstrative pronouns are generally used in place of nouns going before, they indicate gender, and agree with the gender of the nouns for which they stand.

*Notice, however, the following pronouns :*

Ask the girls if *they* are ready.

Speak to the boys when *they* come.

Put the books where *they* were.

In the plural form of the pronouns, *he*, *she*, and *it*, there is no distinction of gender.

## SPECIAL USES OF THE GENDER FORMS

*Examine the uses of the following gender forms :*

The sun shed *his* beams upon us.

The moon was at *her* full.

In personification, things remarkable for boldness, size, strength, etc., are referred to as masculine; while those noted for beauty, grace, timidity, etc., are referred to as feminine.

## USES OF THE NEUTER FORM "IT"

In addition to its regular use as a substitute for a noun, the following special uses of the neuter form *it* must be noticed.

## 1. REPRESENTATIVE USE

*Compare the following sentences, noting the complete subject and complete predicate of each :*

*It* is certain that he went.

That he went is certain.

Here the pronoun "*It*" does not form any part of the subject or predicate, but merely represents the real subject, "*that he went*", which is put later in the sentence. Here "*It*" is called the **representative subject**.

*Compare also the following sentences :*

I think *it* wise to go.

I think to go wise.

Here the pronoun represents the real object "*to go*," which is placed later in the sentence. Here "*it*" is called the **representative object**.

## 2. IMPERSONAL USE

Not signifying any object to the mind.

(a) Impersonal subject. *It* rained. *It* became dark.

(b) Impersonal object. They will fight *it* out. They had a good time of *it*.



DECLENSION OF THE DEMONSTRATIVES  
OF THE THIRD PERSON

The full declension of the pronouns will be found in the Appendix.

THE DEMONSTRATIVE "SUCH"

*Examine the use of the italicized word in the following examples :*

They are rogues, and *such* should not be tolerated.

A member should be elected *such* on account of his wisdom.

"Such" is occasionally used as a demonstrative to refer to a noun going before. It may be used in either number, and in the nominative or objective case.

EXERCISE 119

*Point out the demonstrative pronouns in the following sentences, and state how each is used :*

A

1. She appealed to the soldiers, but finding their courage not equal to the attempt, she herself went to the landing-place.
2. When they were landed she made them march before her.
3. This is the man, but he has changed.
4. It was always said of him, that he knew how to keep Christmas.
5. Take these to your mother.
6. It may be added that this was unknown to them.
7. Cedric himself seemed to take pride in acting as the first of her subjects.
8. It was necessary that they should be united among themselves.
9. How is it possible to find my way through *such* as this ?

10. Are those the books she was looking for ?
11. It is colder than it was.
12. Do you think it lawful to do this ?
13. We roughed it during the holidays.
14. These are the mansions of good men after death.

## B

*Fill in the blanks in the following sentences with suitable forms of the demonstratives of the third person :*

1. I think it is —.
2. I believe it to be —.
3. If I were — I would not call.
4. Has — lost her book ?
5. He cut — with the knife.
6. I found John and — playing.
7. Give it to the boy — who is walking away.
8. You are taller than —.
9. I supposed that it was —.
10. Each girl must take — place.
11. This is Lord Kitchener — who won the Soudan.

## CHAPTER LXXIII

## INTERROGATIVE PRONOUNS

We have already learned that an interrogative pronoun is one that introduces a question about the person or thing to which the pronoun refers. The common interrogative pronouns are: *who*, *which*, and *what*.

## USES OF THE INTERROGATIVES

*Compare carefully the uses of the interrogative pronouns in the following pairs of questions :*

*Who* is singing in the parlour ? Mary.

*What* is lying on the floor ? A book.

*Which* of them broke it ? John.

*Which* of these do you wish ? The orange.

The interrogative *who* asks questions about persons, *what* about things, *which* about either persons or things.

*Compare also the reference of each interrogative in the following pairs of sentences :*

*Who* found it for you ?

*Which* found it for you ?

*What* did he use ?

*Which* did he use ?

Questions introduced by *who* and *what* imply that the questioner is completely ignorant as to what the answer will be.

Questions introduced by *which* imply that the questioner expects the answer to be a choice from a definitely known group of persons or things. *Which* is therefore said to have a selective use.

#### INFLECTED FORMS

*Compare the numbers and cases of the interrogatives in the following sentences :*

Who is coming ?

Which is his ?

Who are coming ?

Which are his ?

Whose book is that ?

Which have you ?

Whom did you see ?

What is in the box ?

What have you in the box ?

*Who* is the only interrogative inflected for case, although *which* and *what* may be used as subjects or objects

None of these pronouns are inflected for number. *Who* and *which* may be used either in the singular or the plural ; *what*, only in the singular.

## DECLENSION OF "WHO"

	<i>Singular</i>	<i>Plural</i>
Nominative	who	who
Possessive	whose	whose
Objective	whom	whom

NOTE 1:—Notice that interrogative pronouns may begin a subordinate clause when an interrogative sentence is given in indirect narration, for example :

He asked *who* was going.

He inquired *what* they wanted.

## EXERCISE 120

*Explain the use and relation of each interrogative pronoun in the following sentences :*

1. Who were using it ?
2. What should she do ?
3. Whom did they choose as leaders ?
4. Whose book did you borrow ?
5. What is he doing in this company ?
6. Who said that thou wert sold ?
7. I wonder who he is and what he has found.
8. Which will be better for your purpose ?
9. What am I to be ?
10. Of whom did you inquire ?
11. Which are the stronger ?

## CHAPTER LXXIV

## CONJUNCTIVE PRONOUNS

It was seen in Part II that certain words, in addition to being pronouns referring to antecedent nouns, have also the value of conjunctions joining a subordinate adjective clause to the antecedent noun, for example :

This is the man *who* called yesterday.

Have you the book *which* I gave you ?

## USES OF CONJUNCTIVE PRONOUNS

Compare carefully the conjunctive pronouns in the following pairs of sentences, noting also the values of the related clauses :

1. I have the parcel *which* they brought.
2. I have *what* they brought.
1. I shall reward the person *who* may find it.
2. I shall reward *whoever* may find it.
1. I shall send ~~the~~ one *which* you prefer.
2. I shall send *whichever* you prefer.
1. This will spoil anything *that* it touches.
2. This will spoil *whatever* it touches.

In the first sentences of each group the conjunctive pronouns, *who*, *which*, and *that* refer to antecedent nouns or pronouns to which they join an adjective clause.

In the second sentences, in place of the antecedent and the conjunctive, we have only the conjunctives, *what*, *whoever*, *whichever*, and *whatever*, joining noun clauses to some governing word.

NOTE :—The compound conjunctive pronouns are sometimes written thus, *whosoever*, *whatsoever*, etc.

Compare the antecedents of the conjunctive pronouns in the following sentences :

1. You must find some friend *who* will stay in your place.
2. Happy is the man *that* findeth wisdom.
3. My hand clung to a rope *which* towed me in.
4. This is the knife *that* I lost.
5. The farmer found the horse *which* he had lost.
6. This is the dog *that* bit the child.
7. The roads were very muddy, *which* made the journey disagreeable.

Notice from these examples :

1. The conjunctive pronoun *who* usually refers to persons ; *which* to animals or things ; *that* to persons, animals, or things.

2. The antecedent of *which* may sometimes take the form of a phrase or clause, as in the last example.

#### INFLECTED FORMS

*Notice the forms and uses of the conjunctive pronouns in the following sentences, comparing the pronoun with its antecedent in each case :*

1. We sent word to the man *who* is to go.
2. We sent word to the men *who* are to go.
3. Is this the man *whom* we met ?
4. I saw the man *whose* house was burned.
5. I, *who* am his friend, will answer thee.
6. Thou, *who* art ever cruel, knowest not my feelings.
7. We have found our books *which* were lost.
8. These twenty nobles *which* thou hast won are thine.
9. Give to him *that* asketh thee.
10. They ate some nuts *that* they found on the trees.

Notice from these examples :

1. As with the corresponding interrogatives, *who* is the only conjunctive pronoun inflected for case, the other conjunctives being used, however, in both the nominative and the objective.

2. A conjunctive pronoun agrees in number and person with its antecedent, but takes its case from its own clause.

#### CONJUNCTIVES OMITTED

*Compare the sentences in the following groups :*

1. This is the book *which* you ordered.
2. This is the book you ordered.
1. I saw the men *whom* you were seeking.
2. I saw the men you were seeking.

A conjunctive pronoun, when in the objective case, is frequently omitted.

## OTHER WORDS AS CONJUNCTIVE PRONOUNS

*Compare the conjunctive words in the following groups:*

1. I admire boys *who* are truthful.
2. I admire such boys *as* are truthful.
1. There was no person *who* had not seen him.
2. There was no person *but* had seen him.
1. This is the place *which* they occupy.
2. This is the place *where* they live.

Conjunctions and conjunctive adverbs, like conjunctive pronouns, may be used to join adjective clauses to antecedents.

## EXERCISE 121

## A

*In the following sentences point out the conjunctive words, and give the value of each :*

1. These are but the toys which amuse our lighter hours.
2. The blood of these shall be sweet to the angels whom they despise.
3. Samson burst the cords with which the Philistines had bound him.
4. Locksley proceeded to the distribution of the spoil, which he performed with the utmost impartiality.
5. He whose prisoner thou art scorns to take revenge for what is past.
6. You are welcome to such food as we have.
7. They mistrust whoever may come to them.
8. Do what conscience says is best.
9. There was between them and my castle the creek where I landed my cargoes.

10. Each flower has what will coax the right kind of insect.
11. There was nobody but wanted to go at once.
12. The place was deserted as I had suspected.

### E

*In each of the following blanks insert the proper form of the conjunctive pronoun "who" :*

1. The girl — work pleased you is my sister.
2. This is a man — I know is honest.
3. That is a man — I know to be honest.
4. She — you admire is ill.
5. I recommend only those — I can trust.
6. He is a boy — I believe always tells the truth.
7. Is this the boy — you spoke of ?
8. I shall send — ever you say.
9. We shall give the prize to — ever deserves it.

## CHAPTER LXXV

### INDEFINITE PRONOUNS

Indefinite pronouns, as we have seen, are those which refer indefinitely to the objects which they represent.

*Compare the uses of the indefinite words in the following :*

1. *Each* is ready to start.
2. *Neither* is disappointed.
1. *Few* are satisfied with it.
2. *Some* consider him unwise.
3. *Some* of it is good enough.

1. The pronouns of the first group refer to certain individuals as taken separately. These are called **distributives**.

2. The pronouns of the second group refer indefinitely to a certain number or quantity, and are called **indefinites of number or quantity**.



The indefinite pronouns may, therefore, be classified as follows :

1. Distributives : *Each, either, neither.*
2. Indefinites of Number or Quantity : *All, any, another, one, none, both, few, many, much, several, some, aught, naught.*

The pronoun phrases *each other* and *one another* are classified as reciprocal pronouns.

Examples :

These two boys help *each other*.

These boys help *one another*.

"Each other" is generally used in speaking of two, and "one another" in speaking of more than two.

#### INFLECTED FORMS

*Examine the number and case of each of the following indefinite pronouns :*

*Each* is ready. *Either* is good enough. I would take *either*. *Some* are ready. *Some* of it is good. *Somebody* has been here. *Somebody's* coat is left. *One's* anger would be aroused no doubt.

A few of the indefinite pronouns have a possessive form ; otherwise they are not inflected. Several are used in the singular and the plural, and all may be used as subjects or objects.

#### EXERCISE 122

*Point out the indefinite pronouns in the following sentences, and give the relation of each :*

1. Tom Faggus is my name, as everybody knows.
2. I am told that it is something different nowadays.
3. Everything then passed away from me.

4. Somebody is always cutting wood to feed the fire.
5. Some of the hired men sleep in the shanty.
6. The sensation is very pleasant, but one cannot talk.
7. He closed his jaws on it, as dogs will on anything.
8. He did everything except climb a tree.
9. They have naught else.
10. Nothing could be imagined more terrible than the devil-fish.
11. I gave some to each of them.
12. Everybody's business is nobody's business.
13. None believed him.
14. Nobody gave anything to Mary Elizabeth.
15. She shuffled from one to another hopelessly.

#### EXERCISE 123 (REVIEW)

*Parse the pronouns in the following sentences :*

1. Come up to my castle and rest yourself.
2. Happy am I to whom Heaven sends so many guests.
3. He who met you is a robber.
4. What is he doing in this company?
5. If any be too tall for it he lops his limbs till they be short enough.
6. He said to himself : " This is an ill-ruled land ".
7. Men who pretend to give us life, do you wish us to die?
8. You call yourselves our brothers and yet will not give us what those give who make no such professions.
9. Whom dost thou wish I should answer?
10. They know what is best for them.
11. Who is this who is following on thy track?
12. In case of war she would use it as a base, where she might gather, and whence she might hurl upon any one part all of her gigantic naval power.

## CHAPTER LXXVI

## THE ADJECTIVE

## MODIFYING FORCE OF ADJECTIVES

*Compare the modifying force of the italicized adjectives in the following pairs of sentences :*

1. That *red* flag is very large.
2. A *red* flag will anger a bull.
1. This *feeble* man is my friend's father.
2. A *feeble* man is likely to fall.
1. Yonder *little* boy is shutting the gate.
2. A *little* boy could not reach that.

1. In the first sentence of each pair, the adjectives are joined to the nouns merely to describe or point out some attribute in the objects named by the nouns. This is called the *descriptive* use of an adjective.

2. In the second sentence of each group the adjectives are added to the nouns in order to limit their application to only some of the objects named. Not every flag, but only "A *red* flag will anger a bull", etc. This is called the *limiting* use of an adjective.

## EXERCISE 124

*Classify the adjectives in the following sentences as descriptive, or limiting :*

1. Three men stood by their aged father.
2. I would not trust a sly boy.
3. A white tent pitched by a glassy lake is the summer home for me.
4. The good ship Argo shivered in all her timbers.
5. It were an evil thing that men so bold and comely should perish.
6. Her brown coat was beginning to be mottled with beautiful spots.

7. The glow of the fire was upon his round fat figure.
8. Their gaudy coats were wet through.
9. At the head of the little band, the gallant general cried : " Follow me ".
10. Roll on, thou deep and dark blue ocean.

#### CONSTRUCTION OF ADJECTIVES

*Compare the ways in which the following italicized adjectives are related to the modified noun :*

1. I see an *old* man.
2. The man is *old*.
3. He is a man *old* in years.
1. They have a *safe* harbour.
2. The harbour is *safe*.
3. They have a harbour *safe* at all times.

Adjectives may be joined to nouns in three ways:

1. An adjective may be joined closely or directly to a noun, as in the first sentences. It is then called an **attributive adjective**.
2. It may form a completion, being joined to the noun through the verb, as in the second examples, when it is called a **predicate adjective**.
3. It may be joined loosely to the word it modifies, after the manner of a noun in apposition, as in the third examples. Such adjectives are called **appositive adjectives**.

#### EXERCISE 125

*Classify the adjectives in the following sentences as attributive, predicate, or appositive :*

1. The mellow straw will be softer for thee.
2. Hickory nuts are his favourite food.
3. He bounds from tree to tree, inspired by the subtle spirit of winter.

4. Oblivious in his burrow, he is sleeping away the days.
5. The cries of the lonely child grew clearer.
6. Desperate with fear, he lifted up his voice piteously.
7. The glittering broadsword descended with the sway of some terrific engine.
8. The settler paused again, irresolute.
9. He unsheathed his scimitar, a curved and narrow blade.
10. The bull, unused to the burden, sank to the ground.

## OBJECTIVE COMPLETIONS

*Examine the completing words in the following sentences :*

1. The noise made the man angry.
2. The man thought the child foolish.

Notice in these sentences that though "man" and "child" are direct objects, they cannot alone complete the meaning of the verb, for example :

1. The noise made the man.
2. The man thought the child.

In addition to the objects "man" and "child", the words "angry" and "foolish" are respectively necessary to complete the meaning of the verbs "made" and "thought", for example :

1. The noise made angry (angered) the man.
2. The man thought foolish the child.

Notice further that these completing words describe the person or thing denoted by the direct object.

1. The noise made the *man* angry.
2. The man thought the *child* foolish.

Such words therefore :

1. Complete the meaning of the verb
2. Modify the direct object.

*In the following sentences point out the words that both complete the meaning of the verb and modify the direct object :*

1. We supposed the answer correct.
2. The water wears the stones smooth.
3. John declared the question ridiculous.

Words such as "correct", "smooth", and "ridiculous", which complete the meaning of the verb and modify the direct object, are called **objective completions**.

In comparing this objective completion with the subjective completion, for example :

The man is honest.

We consider the man honest.

Notice :

1. That they each complete the meaning of the verb.
2. That one modifies the subject while the other modifies the direct object.

**NOTE:**—Like the subjective completion, the objective completion may also be a noun.

Example : They made him *king*.

Objective completions are often spoken of as **objective predicate adjectives**, or **objective predicate nouns**.

#### EXERCISE 126

*Point out the completions in the following sentences, and state whether they are subjective or objective :*

1. The girl seems happy.
2. Your dog is very cross.
3. The judge declared the man insane.
4. These peaches are ripe.
5. He looks fine.
6. They drove him wild.
7. The medicine made him worse.
8. Dædalus grew jealous.
9. Did the umpire declare him safe?
10. Will he never be quiet?
11. He kept us free.
12. The prisoner turned pale.
13. They found the door shut.
14. The children sang their throats hoarse.
15. Be honest.

16. They thought him a hero. 17. This will keep the paper dry. 18. They found him a merry fellow. 19. He spared me, and made me his servant.

## DEFINITIONS

1. An objective completion is one that completes the verb, and through it modifies the direct object.
2. A subjective completion is one that completes the verb, and through it modifies the subject.

## COMPLETIONS IN PASSIVE SENTENCES

*Compare the completions in the following sentences :*

John made the man *angry*.

The man was made *angry* by John.

Notice concerning these completions as follows :

1. In the first sentence, which is in the active, the completion "angry" is an objective completion modifying the object "man".
2. In the second sentence, which is in the passive, the completion "angry" is a subjective completion modifying the subject "man".

*Compare, in like manner, the following pairs of sentences :*

1. We consider the boy *honest*.
2. The boy was considered *honest*.
1. They planed the board *smooth*.
2. The board was planed *smooth*.
1. The fruit made the child *ill*.
2. The child was made *ill*.

We learn from these sentences that objective completions are found in sentences in the active, and that they become subjective completions when the sentences are changed to the passive.

NOTE:—In analyzing sentences we must now distinguish between *subjective* and *objective* completions.

## EXERCISE 127

*Analyze the following sentences, stating whether the completions are subjective or objective :*

1. He propped the door open. 2. He was considered a good player. 3. John was quite happy. 4. The game was declared finished. 5. This will turn the water red. 6. These seem useless. 7. He found the problem hard. 8. The rope was drawn tight. 9. They talked the company tired. 10. The day turned hot. 11. The children were kept quiet. 12. She thought him foolish. 13. They consider the cost of schooling a grievous burden.

## NUMERAL ADJECTIVES

*Compare the uses of the numeral adjectives in the following pairs of sentences :*

1. Bring me *three* chairs.
2. Bring me the *third* chair.
1. He took *five* boys with him.
2. He took the *fifth* boy with him.

Numerals such as "three" and "five" tell how many, and are used in counting. These are called **cardinal numerals**.

Numerals such as "third" and "fifth" tell the order in which anything is placed. These are called **ordinal numerals**.

**NOTE:**—All cardinals except "one" naturally modify plural nouns.

*Observe, however, the following exceptional uses :*

1. She bought *two* dozen.
2. He sold *five* yoke of oxen.
3. They took *three* score.
4. We saw a fleet of *twenty* sail.
5. This is a *twelve-inch* rule.
6. Bring the *ten-foot* pole.
7. Fill the *five-quart* pail.



## THE ARTICLES

## THE, AN OF A

We have already seen that "a" or "an" is a weakened form of the numeral "one", and "the" of the demonstrative "that".

*Compare the uses of the articles in the following groups :*

*The* boy hit *the* dog.

*A* boy saw *a* squirrel.

*The* oxen chased *the* man.

*An* ox is stronger than *a* man.

The article *the* signifies that we are thinking of some particular individual or individuals out of a whole class. It is therefore called the **definite article**.

The article *a* or *an* signifies that we are thinking of one individual of a class, but only in a general or indefinite way. It is, therefore, called the **indefinite article**.

## USES OF "A" AND "AN"

*Examine the indefinite article in the following examples, noting especially the initial sound of the modified noun :*

*An* hour is shorter than *a* day.

*An* iceberg often sinks *a* ship.

Is he *an* American or *a* European?

"An" is used before a vowel sound (therefore before silent "h"), "a" is used before a consonant sound.

## REPETITION OF THE ARTICLE

*Compare the meanings of the following sentences :*

A secretary and a treasurer were appointed.

A secretary and treasurer was appointed.

When several nouns name separate persons or things, the article is repeated before each noun ; but when the nouns refer to one person or thing the article is generally used before the first only.

## EXERCISE 128

## A

*Explain the use of each article in the following sentences :*

1. Bring me the pencil beside the book.
2. He brought a pencil and a book.
3. I met a statesman and a scholar.
4. He is a statesman and scholar.
5. Is he a statesman or a scholar?
6. We saw a horse and an ox.
7. He has a red and white cow.

## II

*Fill in the following blanks with suitable articles :*

1. He was — new member of — company.
2. He saw on — ground — army of ants on — march.
3. He was put under — care of — uncle who went by — name of Joy.
4. When — doe had got into — timber, she heard — savage brutes howling across — meadow.
5. At her first step into — water she saw — sight that sent her back with — bound.

## OTHER FORMS OF ADJECTIVES

We have seen that the following classes of words or word-groups may be used to modify a noun or pronoun like a pure adjective :

1. Possessive and appositive nouns and pronouns :

*John's* cousin, the *grocer*, is sick.

The boy said to the girl : "*My* dog is larger than *your* cat".

## 2. Participles and participle phrases :

*Looking out*, the boy saw a man running.

## 3. Gerundial Infinitives, occasionally :

We have bread *to eat* and water *to drink*.

## 4. Adjective phrases :

A companion *of his voyages* wrote an account *of his adventures*.

## 5. Adjective clauses :

I have seen the house *where he was born*.

## EXERCISE 129

*Point out the adjectives and the substitutes for adjectives in the following sentences :*

1. There was reason to suppose that he might have attained to a good old age.
2. There is a hunter's hand for thee, a hunter's foot to guide thee.
3. Ten ~~men~~ men that bare Joab's armour smote ~~him~~.
4. The blowing of the coach-horn was a seasonable diversion which made me get up.
5. My unfortunate friend, the waiter, who had quite recovered his spirits, joined in the general admiration.
6. The full value of the plunder taken in this ship was never actually confessed.
7. Having thus spoken, he gave me provisions for the journey.
8. Like a hawk attacking a heron, the Heathen renewed the charge.
9. Five vessels were procured to convey the first colony.
10. They do make some headway toward the marshy bay.

## EXERCISE 130

*Parse the adjectives in the following sentences :*

1. Our sweetest songs are those that tell of saddest thought.
2. After a brief consideration, he packed up some clothes in a small valise.
3. They fought till the noble knights were laid to the cold ground.
4. At that last titanic effort he had rushed downward with such terrific force that he had broken his neck.
5. Ten thousand French and Bavarian soldiers have penetrated as far as the Upper Innthal.

## CHAPTER LXXVII

## THE ADVERB

An adverb, as was seen in Chapter XVII, is a word which modifies, or limits, the meaning of a verb, adjective, or other adverb, for example :

The boy ran *quickly*.

*Where* do you live?

This is *very* heavy.

*How* heavy is it?

He came *very* slowly.

Notice that some adverbs, in addition to modifying a verb, adjective, or adverb, may also introduce an interrogative sentence, as "Where" and "How" in the above examples. Such adverbs are usually called *interrogative adverbs*.

## PECULIAR ADVERBIAL CONSTRUCTIONS

## 1. TO MODIFY PREPOSITIONS AND CONJUNCTIONS

*Examine the values and relations of the italicized words in the following groups :*

1. He came *soon* after.
2. He came *soon* after dinner.
3. He came *soon* after you left.
  
1. The boy left *shortly* before.
2. The boy left *shortly* before noon.
3. The boy left *shortly* before you came.

The adverbs "soon" and "shortly" which modify other *adverbs* in the first sentences, modify *prepositions* and *conjunctions*, respectively, in the second and third sentences.

## 2. COMPLETION OF A COPULA VERB

*Classify the verb and note the use of the italicized word in each of the following examples :*

The boys are *out*.  
The moon is *up*.  
We were *there*.  
The girl is *here*.

In each of the above examples an adverb is used with the value of a predicate adjective to complete a copula verb and describe the subject. Compare, for instance :

The girl is *here*.  
The girl is *present*.  
  
The boys are *out*.  
The boys are *absent*.

## 3. INTENSIFYING USE

*Examine the use of the italicized adverb in the following sentences :*

He would not *even* lend it to us.

*Even* then he would not believe us.

They will not come *even* when they are called.

Here the adverb is used merely to add stress to the word or group of words with which it is connected. This is called the *intensifying* use of an adverb.

## 4. INTRODUCTORY EXPLETIVE

*Notice the entire subjects and the entire predicates in the following pairs of sentences :*

1. A loud shout arose in the rear.
2. There arose a loud shout in the rear.
1. An old man came to the house.
2. There came an old man to the house.

We find that the two sentences in each group have the same subject and predicate, as follows :

1. A loud shout        arose in the rear.
2. An old man        came to the house.

The word "There" which introduces the last sentence in each group, does not, therefore, form grammatically a part of either the subject or the predicate.

Notice further that when the word "There" occupies the place of the subject and introduces the sentence, the subject is placed after the verb.

*In each of the following sentences, point out the introductory word and the subject :*

1. There is an amusing deliberateness in his dive.
2. There is nobody in the room.
3. There were troops brought from all his dominions.

The word "There", when used as above to introduce a sentence, is called an introductory expletive. (Expletive means "filling up").

*Compare the expletive use of "there" with the representative use of "it". Chapter LXXII.*

## EXERCISE 131

*Point out the introductory expletive, or representative subject, in each of the following sentences :*

1. There came a voice from heaven.
2. It is wise to be careful.
3. There were wolves in the forest.
4. There came a wind from the land.
5. It is impossible to describe the triumph of that moment.
6. There is no night there.
7. It is the right of Parliament to give advice.
8. There was a general exclamation of surprise.
9. There came a man from the house hard by.
10. There was peril near the speaker.
11. There is no other road.
12. Is it your intention to go?

## ADJECTIVES AND ADVERBS

As many adverbs are derived from adjectives by the addition of the suffix "ly", confusion sometimes arises between the use of the adjective and the corresponding adverb.

*Compare, for instance, the following sentences :*

He found the path *easy*.  
He found the path *easily*.

The boy appears *quick*.  
The boy appears *quickly*.

In the first sentences the adjectives "easy" and "quick" modify the nouns "path" and "boy" respectively.

In the second sentences the adverbs "easily" and "quickly" modify the verbs "found" and "appears" respectively.

Notice in the first sentence of the last group, where the verb "appears" is copula, that it is followed by the adjective form "quick", which modifies the subject.

#### EXERCISE 132

*Distinguish between :*

It looks *good*.

It looks *well*.

He made the boat *ready*.

He made the boat *readily*.

She looks *sad*.

She looks *sadly* on.

We arrived *safe*.

We arrived *safely*.

The man felt *warm* on the engine.

The men felt *warmly* on the subject.

**NOTE :—**The modifying force of a predicate adjective is sometimes divided between the subject and the verb, for example :

The door stands *open*.

They came in *shouting*.

Such predicate adjectives are often described as **adverbial predicate adjectives**.

#### POSITION OF ADVERBS

An adverb should be placed so near to the word it modifies that its connection will be readily understood.



*Compare, for instance, the different meanings of the following sentences :*

He *only* loaned me a dollar.

He loaned *only* me a dollar.

He loaned me *only* a dollar.

*Examine also the positions of the italicized adverbs in the following sentences :*

Two *instantly* fell.

He shouted *loudly* to the men.

He shouted his orders *loudly*.

The hero *quickly* replaced the fallen helmet with his own.

An adverb modifying a verb is usually placed either before or after the verb, but must not come between a transitive verb and its object.

*Examine also the following sentences :*

I shall *certainly* tell him to go *quickly*.

They have *evidently* done it *merely* to tease him.

An adverb is usually placed between the auxiliary and the principal verb when it modifies a verb phrase, but does not separate the "to" from the infinitive.

## EXERCISE 133

## A

*Point out the adjectives, and the adverbs in the following sentences, and tell what each modifies :*

1. Mr. Faggus laughed very quietly.
2. Her voice grew steady as she spoke.
3. He went freely about the task.
4. The party sat silent for a moment.
5. Tom's heart beat fast.
6. He crept trembling into the cabin.
7. The man groaned deeply.
8. The fire burns bright.

## II

Point out the adverbs in the following sentences, and account for the position of each :

1. He almost fell at the door.
2. He fell almost at the door.
3. The Dormouse slowly opened his eyes.
4. They walked their horses quietly to the stable.
5. He instantly measured his length upon the green-sward.
6. I have already asked them to accomplish the work speedily.

## COMPARISON OF ADVERBS

Compare the forms of the italicized adverbs in the following examples :

1. I ran *fast*, but he ran *faster*.
2. They go *oftener* than we, but John goes *oftenest*.
3. Mary came *quickly*, you came *more quickly*.
4. The children are working *less quietly* than they were.
5. He works *well*, but you work *better*.

Certain adverbs, like adjectives, admit of comparison. The modes of comparison in the adverb correspond with those in the adjective, the comparative and superlative adverbs being formed as follows :

1. Derived from the positive adverb by the addition of the endings *er* and *est*, as :

POSITIVE	COMPARATIVE	SUPERLATIVE
early	earlier	earliest
late	later	latest, last
near	nearer	nearest, next
often	oftener	oftenest
soon	sooner	soonest

2. By adding the adverbs *more, most, less, least*, to the positive, for example :

POSITIVE	COMPARATIVE	SUPERLATIVE
quickly	more quickly	most quickly
quietly	less quietly	least quietly

Most adverbs of two or more syllables, especially those ending in "ly", use the adverbial comparison.

3. *Irregularly.* A few adverbs are compared thus :

POSITIVE	COMPARATIVE	SUPERLATIVE
far	farther	farthest
forth	further	furthest
ill	worse	worst
little	less	least
much	more	most
well	better	best

#### OTHER FORMS OF ADVERBS

1. AN ADVERBIAL OBJECTIVE. A noun is frequently used in the sentence with an adverbial value.

Examples : He waited an *hour*. He came last *night*. The box is a *foot* wide.

2. A GERUNDIAL INFINITIVE.

Examples : I came *to tell* you. He is ready *to go*.

3. A PHRASE. Examples : He ran *into the garden*. He left *before dinner*.

4. A CLAUSE. The following examples will show the various classes of adverb clauses according to meaning :

(a) *Time* : He came *when I called* him. They had gone *before I came*.

(b) *Place* : He put it *where you said*. I found it *where he had placed it*.

- (c) *Manner* : He did it as *he was told*. He acts as *he likes*.
- (d) *Degree* : He is better *than he was*. You look as miserable as *a fish out of water*.
- (e) *Cause* : I knew it was lame *because one leg had made a fair impression*. As *you have seen him lately*, you can lead us to him.
- (f) *Condition* : If *you want exercise* you can take a paddle. I am in for it *unless I can starve him out*. Should you meet him, give him this.
- (g) *Concession* : I would not go, *though they sent for me*. *Though I perish*, truth is so.
- (h) *Purpose* : He died *that we might live*. We closed the gate *that the cattle might not get out*.
- (i) *Result* : He spoke in so melancholy a tone *that it melted Gluck's heart*. The head waiter was so tall *that he couldn't see so short a beggar*.

## EXERCISE 134

*Classify the adverbs and the substitutes for adverbs in the following sentences :*

1. My blood is up.
2. To be sure, somebody might come in.
3. He went on, therefore, at his leisure.
4. I should have done so, if the cook had not come in.
5. What have you got in there?
6. They lay immovable till morning.
7. The Enniskilleners went right at the centre.
8. They drove away shortly before the train arrived.
9. They broke down the bridge, that the enemy might not get over.
10. The rain is falling where they lie.
11. He then turned to go away with the ambassadors, as a stranger might not be present at the deliberations.

12. Fortune directs our affairs better than we ourselves could have wished.
13. When the king saw it he was greatly pleased, and thought very highly of Dædalus.
14. One evening the little boy pointed to the ships.

## EXERCISE 135

*Parse the adverbs in the following sentences :*

1. Very often an arm or leg is broken.
2. It is well enough, perhaps, to say that nobody offered to shoot the dogs.
3. He suddenly thrust him over.
4. The Miller pressed furiously forward.
5. Think not so vilely of us.
6. While they were thus employed, Locksley led the knight apart.

## CHAPTER LXXVIII

## THE PREPOSITION

We have seen (Chapter XXIV) that a preposition is a word used to indicate a relation between a noun or pronoun and some other word in the sentence. The relation indicated by a preposition may, however, be viewed in two different ways, for example :

The book *on* the desk is mine.

The relation may be viewed as a grammatical relation, the preposition "on" forming with its object a phrase "on the desk", which modifies another word "book".

The relation may be viewed as a logical relation, the preposition "on" indicating the *position* of the object "desk" in relation to the object "book", that is a relation not between the words, but between the ideas for which the words stand.

## OBJECT OF THE PREPOSITION

Because the noun or pronoun used with a preposition is always in the objective case, for example :

I came with *him*,  
He called for *them*,

the noun or pronoun is usually called the object of the preposition. The noun or pronoun however is not *governed* by the preposition as in the case of a verb, but merely *related* by the preposition to the governing word.

## KINDS OF OBJECTS

*Compare the grammatical values of the objects of the prepositions in the following groups :*

1. They cast him into a *pit*.
2. The Saracen was beaten from his *horse*.
1. They laid stones upon *him*.
2. We will keep them by *us*.
1. He was about *to go*.
2. They did nothing but *talk*.
3. We are incapable of *advancing further*.
1. He has gone for *good*.
2. Think not man was made in *vain*.
1. They have left before *now*.
2. You must return at *once*.
1. They came from *over the sea*.
2. He crawled from *under the table*.
1. It all depends upon *what you do*.
2. He saved it from *what he earned*.

From these examples we learn that the object of a preposition may be a noun or noun substitute, as follows: 1. A noun. 2. A pronoun. 3. An infinitive, with or without adjuncts. 4. An adjective. 5. An adverb. 6. A phrase. 7. A clause.

## MODIFIED WORDS

It was seen in Chapter XXIV that the object of the preposition may be related to any of the following:

1. A noun. . . . . Hear the *instruction* of a father.
2. A pronoun. . . . . *Which* of the books is yours?
3. A verb. . . . . The oars *flash* into the water.
4. An adjective. . . . His face was *full* of confidence.

## OBJECT OMITTED

The object of a preposition is sometimes omitted.

Examples:

This is the boy (whom) we spoke to.

Have you a pencil to write with (it)?

## PREPOSITION OMITTED

The preposition is occasionally omitted in certain idiomatic constructions; for example:

They came in (by) one by one.

The water is coming (by) drop by drop.

## FORMS OF PREPOSITIONS

*Compare the prepositions in the following sentences:*

They could not go *for* the rain.

They could not go *because of* the rain.

She stood *before* the glass.

She stood *in front of* the glass.

Like the other parts of speech the preposition may be a single word, or a phrase.

NOTE:—Notice the distinction between a preposition phrase and a prepositional phrase.

A preposition phrase is a group of words doing the work of a single preposition, as in the examples above.

A prepositional phrase is a preposition together with its object, for example :

Music arose *with its voluptuous swell*.

He looked *out of the window*.

#### USES OF PREPOSITIONS

It is important in connection with the uses of our prepositions to notice their exact forces.

*Compare, for example :*

1. I waited *for* my friend.

2. I waited *on* my friend.

1. They ran *in* the garden.

2. They ran *into* the garden.

1. He was attended *by* his brother.

2. The work was attended *with* danger.

1. He was hit *by* a falling tree.

2. He was hit *with* a stick.

1. He arrived *on* Tuesday.

2. He arrived *at* dawn.

Notice, also, the various uses of the same preposition in the following sentences :

He is the son *of* the king.

This is a piece *of* pine.

I am tired *of* play.

I visited the city *of* Toronto.

Ability to use prepositions correctly can come only from careful observation in connection with your reading and composition.



## SPECIAL PREPOSITIONS

The preposition "on" is changed to "a" in such phrases, as :

He has gone *a* hunting.

He came twice *a* week.

The preposition "o'" is used for "of" in :

It is five o'clock.

"Like", historically an adjective, is frequently followed by a noun or pronoun in the objective case, and may in such cases be parsed as a preposition, (so also "near" and "next",) for example :

She looks *like* him.

Men *like* them cannot be trusted.

I saw a form *like* an angel.

## POSITION OF THE PREPOSITION

The preposition is usually placed before its object, but is sometimes found after it or separated from it, for example :

They walk the fields *among*.

He travelled the world *over*.

What are you waiting *for* ?

## EXERCISE 136

## A

*Parse the prepositions in the following sentences :*

1. The vessel from the land,  
Like a stag-hound from the slips,  
Darted forth from out the ships.
2. One by one the archers delivered their shafts.
3. At every puff of the engine, a cloud is projected into the air.
4. About his neck is a plaited cord with a ring attached to it, in which one of his fingers is slung.
5. A waiter came running out of a kitchen on the opposite side of the yard.

## II

*Fill in the blanks in the following sentences with suitable prepositions :*

1. She was accompanied — her friend.
2. This is quite different — the others.
3. He had some difficulty — it.
4. A difference arose — them.
5. He has gone to look — some property.
6. Did you inquire — John — this matter ?
7. I complained — their conduct — the teacher.
8. Do not take — yourself to communicate — him.
9. I glanced — the letter before talking — the matter — the others.
10. This was done — a boy — a knife.
11. Although I was angry — him, I was amused — his joke.

## CHAPTER LXXIX

## GENERAL EXERCISES

## I

*Parse fully the pronouns in the following sentences :*

1. For the life of me, I could not think what it might be.
2. They were seen by none but me.
3. He left us such as he had.
4. It went from hand to hand, one tearing it from another.
5. The pirates showed themselves gentle enemies.
6. They hurried him off, saying: "What is that to us?"
7. It is likely that this will satisfy everybody.
8. When he got home, a sad spectacle offered itself to his eyes.
9. We thought it better to bring some ourselves.
10. We immediately applied ourselves to give them what we could spare.
11. I ordered nobody to go on shore at first but myself.
12. He is offended at nobody but himself.

## II

*Classify and give the relation of each adjective in the following extract :*

Once more, sweet stream ! with slow foot wandering near,  
I bless thy milky waters, cold and clear,  
Escaped the flashing of the noontide hours ;  
With one fresh garland of Pierian flowers  
My languid hand shall wreath thy mossy urn.  
For not through pathless grove, with murmur rude,  
Thou soothest the sad wood-nymph, solitude ;  
Pride of the vale ! thy useful streams supply  
The scatter'd cots and peaceful hamlet nigh.

## III

*Parse the completions in the following sentences .*

1. This is a fine day.
2. I feel somewhat better to-day.
3. He is considered a clever student.
4. The pictures on the wall seemed to be alive.
5. The Pawn shook itself free and cried out : " I am a Pawn and, dear me! you are a little child ".
6. I was glad to hear that you were feeling better.
7. We thought the picture beautiful.
8. His knowledge made him useful.
9. We chose him captain.
10. The voyage was fairly prosperous.
11. The ship proved to be a good ship, and the crew were capable seamen.
12. We considered this a very bad sign.

## IV

*Classify the infinitives and participles in the following sentences, and parse the verb phrases :*

1. We concluded to halt until the moon began to rise.
2. They were in hopes of finding gold there.
3. Being delivered from this danger, I resolved not to let any one know whither we were going.
4. Had they sent to ask my leave to go, I should have commanded them instantly on board, knowing it was not a hazard fit to run.
5. Having been a warrior in his youth, he gladly joined the army to fight for the king he had so injured.
6. Leaving Warwick to discharge the duty enjoined him, we follow the dissimulating king.
7. She had just time to see the Lion and the Unicorn rise to their feet, with angry looks at being interrupted in their feast, before she put her hands over her ears, vainly trying to shut out the dreadful uproar.

8. I shall record the events without attempting to decide which policy would have been better for England.

## V

*Fill the blanks in the following sentences with the proper form of the verb :*

## A

*see or do*

1. — how they run.
2. The boy — as he was told.
3. I think I have — my duty.
4. She turned and — forty or fifty.
5. He was sorry for what he had —.
6. What are you — with his knife ?
7. I — that you are weary.
8. A canoe was presently — approaching.
9. John — his part well, but yours is — much better.
10. The town was — in the distance.

## B

*rise or raise*

1. Do not — from your seat.
2. They — him in their arms.
3. The air expands as it —.
4. The tide had —.
5. I will — my voice in triumph.
6. They have — King Balder up.
7. He is hooded again till another bird —.
8. They started before the moon —.
9. The maid — the blind.
10. When I — I could see it was in vain.
11. The weight is — by a chord.

## C

*lie or lay*

1. The teacher — it on the desk.
2. Squeers — at full length on the ground.
3. Slowly and sadly we — him down.
4. You can — still and survey the scenery.
5. Old Jervis — down that great broad back.
6. I have — it all out on a bargain.
7. The ship — immovable till morning.
8. The noble knights were — to the cold ground.
9. It had — there some days.

## VI

*Parse the adverbs and the adverb phrases and clauses in the following sentences :*

1. He looked so vexed that Alice changed the subject hastily.
2. Whenever the horse stopped, he fell off in front ; and whenever it went on again (which it generally did rather suddenly), he fell off behind.
3. "It can never get at me here," she thought; "it is far too large to squeeze itself in among the trees."
4. She caught the shawl as she spoke, and looked about for the owner ; in another moment the White Queen came running wildly through the wood, with both arms stretched out wide, as if she were flying, and Alice very civilly went to meet her with the shawl.

## VII

*Parse the prepositions, conjunctions, and conjunctive words in the following sentences :*

1. We called at our friend's, but neither he nor his wife was at home.
2. As soon as I saw the place, I called for Friday and asked him if he knew where he was.

3. I inquired of the old captain how it came to pass that the trustees should thus dispose of my effects, when he knew that I had made my will and had made him my heir.
4. He approached the alchemist, and surveying him for a moment in a silence that seemed not without contempt said: "What, are you so wedded to your studies that you have not a word to bestow on an old friend?"
5. I went below and did what I could for my wound; it still pained me a great deal; but it was neither deep nor dangerous, nor did it greatly gall me when I used my arm.

## VIII

## EXTRACTS FOR PARSING AND ANALYSIS

Some disappointment was felt when it became known that Silas Marner, on being questioned by the squire, had retained no recollection of the peddler.

As soon as the ship was secured, the captain ordered seven guns to be fired, which was the signal agreed upon.

When they had reached this spot of ground, fitted well by its gloom to be a scene of mortal strife, both were surprised to observe that a grave was dug close by the foot of the rock, the green turf being laid down upon the one side, and the earth thrown out upon the other.

The duke hearing that it was his own daughter that was to be brought in this strange way, asked Orlando if he believed the shepherd boy could really do what he had promised. While Orlando was answering that he knew not what to think, Ganymede entered, and asked the duke whether he would consent to her marriage with Orlando.

I was surprised at the coolness with which John avowed his knowledge of the island; and I was half-frightened when I saw him drawing nearer to myself. He did

not know, to be sure, that I had overheard his council, and yet I had taken such a horror of his cruelty, that I could scarce conceal a shudder when he laid his hand upon my arm.

The clouds which obscured the moon soon passed, and it shone forth again, lighting up the sea and land with a silvery power that was tenfold more lovely than the glare of noonday sun. The breeze diminished slightly, but enough strength was left to carry the canoe forward at a lively rate. Unless Evan was mistaken this wind was better for his craft than for the one they were trying to overhaul.

He moved along the ledge on which he stood, and had taken only a step or two when he found there was an opening in the mass of rocks. Its position was such that he wondered he had not seen it before. While it was invisible from where he lay on the broad sloping rock, it must have been in plain sight from the other side of the pile.

Out of the recesses of a dark closet, into which the aperture gave admittance, he brought a large pasty, baked in a pewter platter of unusual dimensions. This mighty dish he placed before his guest, who, using his poniard to cut it open, lost no time in making himself acquainted with its contents.

Leaving the Tower, and descending the knoll on which it stood, Halbert gained the little piece of level ground which extended betwixt the descent of the hill and the first sweep made by the brook. But scarcely had he gained the spot, when he was surprised to feel a smart tap upon the shoulder, and turning around, he perceived that he had been closely followed by Shafton.

The plateau being somewhat tilted toward the west, this spot on which we had paused commanded a wide prospect on either hand. Before us, over the tree tops, we beheld the Cape of the Woods fringed with surf; behind we saw a great field of open sea. Sheer above us rose the



Spy-glass, here dotted with single trees, there black precipices. There was no sound but that of the distant breakers, mounting from all round, and the chirp of countless insects in the bush.

For some minutes Alice stood without speaking, looking out in all directions over the country—and a most curious country it was. There were a number of tiny brooks running straight across it from side to side, and the ground between was divided into squares by a number of little green hedges that reached from brook to brook.

While I was cutting down some wood here, I perceived that, behind a very thick branch of low brushwood, there was a kind of hollow place. I was curious to look in it, and found that it was sufficiently large for me to stand upright in it. But I must confess to you that I made more haste out than I did in, when, looking further into the place, I saw two broad shining eyes, which twinkled like two stars.

I was exceedingly diverted with this journey. I found in the low grounds hares and foxes; but they differed greatly from all I had met with; nor could I satisfy myself to eat them, though I killed several. But I had no need to be venturous, for I had no want of food, especially these three sorts, goats, pigeons and turtle. Leadenhall market could not have furnished a table better than I; and though my case was deplorable enough, yet I had great cause to be thankful.

And is this Yarrow? *This* the Stream  
Of which my fancy cherished,  
So faithfully, a waking dream?  
An image that hath perished!  
O that some Minstrel's harp were near,  
To utter notes of gladness,  
And chase this silence from the air.  
That fills my heart with sadness!

O thou sweet lark, that in the heaven so high,  
Twinkling thy wings, dost sing so joyfully,  
I watch thy soaring with no mean delight ;  
And when at last I turn mine aching eye  
That lags, how far below that lofty flight,  
Still silently receive thy melody.

Strange we never prize the music  
Till the sweet-voiced bird has flown ;  
Strange that we should slight the violets  
Till the lovely flowers are gone ;  
Strange that summer skies and sunshine  
Never seem one-half so fair  
As when winter's snowy pinions  
Shake their white down in the air.

Thou couldst develop, if that withered tongue  
Might tell us what those sightless orbs have seen,  
How the world looked when it was fresh and young  
And the great Deluge still had left it green;  
Or was it then so old that history's pages  
Contained no record of its early ages ?

That was the grandest funeral  
That ever pass'd on earth;  
But no man heard its trampling,  
Or saw the train go forth:  
Noiselessly as the daylight  
Comes back when night is done,  
And the crimson streak on ocean's cheek  
Grows into the great sun ;  
Noiselessly as the spring-time  
Her crown of verdure weaves,  
And all the trees on all the hills  
Open their thousand leaves ;  
So, without sound of music,  
Or voice of them that wept,  
Silently down from the mountain's crown  
The great procession swept.

## APPENDIX

## A

## DECLENSION OF NOUNS AND PRONOUNS

## DECLENSION OF NOUNS

	BOY		LADY	
	<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
Nom. case :	boy	boys	lady	ladies
Poss. case :	boy's	boys'	lady's	ladies'
Obj. case :	boy	boys	lady	ladies

	WOLF		MAN	
	<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
Nom. case :	wolf	wolves	man	men
Poss. case :	wolf's	wolves'	man's	men's
Obj. case :	wolf	wolv	man	men

## DECLENSION OF PRONOUNS

## PERSONAL PRONOUNS

## SIMPLE FORMS

	FIRST PERSON		SECOND PERSON	
	<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
Nom. case :	I	we	thou	you, ye
Poss. case :	my, mine	our, ours	thy, thine	your, yours
Obj. case :	me	us	thee	you

## COMPOUND PERSONAL PRONOUNS

	FIRST PERSON		SECOND PERSON	
	<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
Nom. or Obj.	myself	ourselves	thyself	yourselves
			yourself	

## DEMONSTRATIVES OF THE THIRD PERSON

## SIMPLE FORMS

	<i>Singular</i>			<i>Plural</i>
	Masculine	Feminine	Neuter	All Genders
Nom.	he	she	it	they
Poss.	his	her, hers	its	their, theirs
Obj.	him	her	it	them

## COMPOUND FORMS

	<i>Singular</i>			<i>Plural</i>
	Masculine	Feminine	Neuter	All Genders
Nom. or Obj.	himself	herself	itself	themselves

## DECLENSION OF WHO

	<i>Singular</i>	<i>Plural</i>
Nom.	who	who
Poss.	whose	whose
Obj.	whom	whom

## B

## PLURAL FORMS

## NOUNS HAVING TWO PLURAL FORMS

bandit	bandits	banditti
brother	brothers	brethren
<del>cactus</del>	<del>cactuses</del>	cacti
cherub	cherubs	cherubim
cloth	cloths	clothes
cow	<del>cows</del>	kine
die	<del>dies</del>	dice
fish	fishes	fish
formula	formulas	formulae
index	indexes	indices

NOUNS HAVING TWO PLURAL FORMS—*Continued*

seraph	seraphs	seraphim
staff	staffs	staves
pea	peas	pease
penny	pennies	pence

## FOREIGN PLURALS

<i>Singular</i>	<i>Plural</i>
larva	larvae
vertebra	vertebrae
alumnus	alumni
genius	genii
radius	radii
terminus	termini
datum	data
medium	media
memorandum	memoranda
appendix	appendices
basis	bases
crisis	crises
ellipsis	ellipses
hypothesis	hypotheses
parenthesis	parentheses
automaton	automata
phenomenon	phenomena
genus	genera
beau	beaux

## C

## GENDER NOUNS

<i>Masculine</i>	<i>Feminine</i>
abbot	abbess
actor	actress
administrator	administratrix
adventurer	adventuress
bachelor	spinster, maid
baron	baroness

GENDER NOUNS—*Continued*

beau	belle
benefactor	benefactress
buck	doe
bullock	heifer
count	countess
czar	czarina
deacon	deaconess
drake	duck
duke	duchess
earl	countess
emperor	empress
enchanter	enchantress
executor	executrix
gander	goose
gentleman	lady
giant	giantess
god	goddess
heir	heiress
hero	heroine
host	hostess
hunter	huntress
husband	wife
idolater	idolatress
Jew	Jewess
king	queen
lad	lass
lion	lioness
lord	lady
marquis	marchioness
master	mistress
monk	nun
patron	patroness
preceptor	preceptress
prince	princess
priest	priestess
prophet	prophetess

GENDER NOUNS—*Continued*

ram	ewe
shepherd	shepherdess
sorcerer	sorceress
stag	hind
sultan	sultana
tiger	tigress
waiter	waitress
widower	widow
wizard	witch
youth	maiden

## D

## IRREGULAR COMPARISON OF ADJECTIVES

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
Bad or evil	worse	worst
(Fore, adv.)	former	foremost or first
(Forth, adv.)	further	furthest
Far	farther	farthest
Good	better	best
(In, adv.)	inner	inmost or innermost
Late	later or latter	latest or last
Little	less	least
Many or much	more	most
Near	nearer	nearest
Nigh	nigher	nighest or next
Old	older or elder	oldest or eldest
(Out, adv.)	outer or utter	utmost or uttermost
(Up, adv.)	upper	upmost or uppermost

## E

## CONJUGATION OF THE VERB SEE

## INDICATIVE MOOD

<i>Simple Present</i>	<i>Present Perfect</i>	<i>Present Progressive</i>
I see	I have seen	I am seeing
thou seest	thou hast seen	thou art seeing
he sees, seeth	he has, hath seen	he is seeing
<del>we see</del>	we have seen	we are seeing
you see	you have seen	you are seeing
they see	they have seen	they are seeing
<i>Simple Past</i>	<i>Past Perfect</i>	<i>Past Progressive</i>
I saw	I had seen	I was seeing
thou sawest	thou hadst seen	thou wast seeing
he saw	he had seen	he was seeing
<del>we saw</del>	we had seen	we were seeing
you saw	you had seen	you were seeing
they saw	they had seen	they were seeing
<i>Simple Future</i>	<i>Future Perfect</i>	<i>Future Progressive</i>
I shall see	I shall have seen	I shall be seeing
thou wilt see	thou wilt have seen	thou wilt be seeing
he will see	he will have seen	he will be seeing
we shall see	we shall have seen	we shall be seeing
you will see	you will have seen	you will be seeing
they will see	they will have seen	they will be seeing



## E

## CONJUGATION OF THE VERB SEE

## INDICATIVE MOOD

*Present Emphatic*

I do see  
thou dost see  
he does, doth see

we do see  
you do see  
they do see

*Past Emphatic*

I did see  
thou didst see  
he did see

we did see  
you did see  
they did see

*Present Passive*

I am seen  
thou art seen  
he is seen

we are seen  
you are seen  
they are seen

*Past Passive*

I was seen  
thou wast seen  
he was seen

we were seen  
you were seen  
they were seen

*Future Passive*

I shall be seen  
thou wilt be seen  
he will be seen

we shall be seen  
you will be seen  
they will be seen

CONJUGATION OF THE VERB SEE—*Continued*

## SUBJUNCTIVE MOOD

*Simple Present*

I see  
thou see  
he see

*Present Perfect*

I have seen  
thou have seen  
he have seen

*Present Progressive*

I be seeing  
thou be seeing  
he be seeing

~~WE SEE~~

you see  
they see

we have seen  
you have seen  
they have seen

we be seeing  
you be seeing  
they be seeing

*Simple Past*

I saw  
thou saw  
he saw

*Past Perfect*

I had seen  
thou [had seen]  
he had seen

*Past Progressive*

I were seeing  
thou wert seeing  
he were seeing

~~WE SAW~~

you saw  
they saw

we had seen  
you had seen  
they had seen

we were seeing  
you were seeing  
they were seeing

## IMPERATIVE MOOD

*Simple Present*

See (thou or you)

*Present Perfect*

\* . . . . .

*Present Progressive*

Be (thou or you) seeing  
(rarely used.)

\*Found only with verb *do*.

Example :—Have done with that.

CONJUGATION OF THE VERB SEE—*Continued*

## SUBJUNCTIVE MOOD

*Present Emphatic*

I do see  
thou do see  
he do see

we do see  
you do see  
they do see

*Past Emphatic*

I did see  
thou did see  
he did see

we did see  
you did see  
they did see

*Present Passive*

I be seen  
thou be seen  
he be seen

we be seen  
you be seen  
they be seen

*Past Passive*

I were seen  
thou wert seen  
he were seen

we were seen  
you were seen  
they were seen

## IMPERATIVE MOOD

*Present Emphatic*

Do (thou or you) see

*Present Passive*

Be (thou or you) seen

CONJUGATION OF THE VERB SEE—*Continued*

## COMPOUND PHRASAL FORMS

## PERFECT PROGRESSIVE

Present Perfect Progressive—I have been seeing, etc.

Past Perfect Progressive—I had been seeing, etc.

Future Perfect Progressive—I shall have been seeing, etc.

## PERFECT PASSIVE

Present Perfect Passive—I have been seen, etc.

Past Perfect Passive—I had been seen, etc.

Future Perfect Passive—I shall have been seen, etc.

## PROGRESSIVE PASSIVE

Present Progressive Passive—I am being seen, etc.

Past Progressive Passive—I was being seen, etc.

## INFINITIVES AND PARTICIPLES

## GERUNDS

Simple.....seeing

Perfect.....having seen

Passive.....being seen

Perfect progressive..having been seeing

Perfect passive....having been seen

## GERUNDIAL INFINITIVES

Simple.....to see

Perfect.....to have seen

Progressive.....to be seeing

Passive.....to be seen

Perfect passive....to have been seen

## PARTICIPLES

Imperfect.....seeing

Perfect.....seen

Phrasal perfect....having seen

Passive.....being seen

Perfect passive....having been seen

## F

## PRINCIPAL PARTS OF IMPORTANT VERBS

<i>Stem</i>	<i>Past Tense</i>	<i>Perfect Participle</i>
awake	awoke	awaked
begin	began	begun
bind	bound	bound
blow	blew	blown
break	broke	broken
bring	brought	brought
buy	bought	bought
catch	caught	caught
<del>cut</del>	came	come
do	did	done
draw	drew	drawn
drive	drove	driven
drink	drank	drunk
eat	eat, ate	eat, eaten
fall	fell	fallen
fell	felled	felled
fly	flew	flown
freeze	froze	frozen
forget	forgot	forgotten
get	got	got, gotten
give	gave	given
go	went	gone
grow	grew	grown
hew	hewed	hewn
hide	hid	hidden
know	knew	known
lay (to place)	laid	laid
lie (to recline)	lay	lain
<del>reap</del>	mowed	mown
prove	proved	proved
ride	rode	ridden
raise (to elevate)	raised	raised
rise (to ascend)	rose	risen

PRINCIPAL PARTS OF IMPORTANT VERBS—*Continued*

run	ran	run
saw	sawed	sawn
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set (to put)	set	set
sit (to rest)	sat	sat
shake	shook	shaken
show	showed	shown, showed
speak	spoke	spoken
slay	slew	slain
stand	stood	stood
steal	stole	stolen
take	took	taken
tear	tore	torn
throw	threw	thrown
wear	wore	worn
weep	wept	wept
write	wrote	written

NOTE :—For the principal parts of other verbs, consult a dictionary.

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